

Acadia University (AUA) \$23,400
Alberta College of Art & Design (ACADF) \$1,000
Algonia University (AUA) \$2,000
Association of Nova Scotia University Teachers \$1,000
Athabasca University (AUA) \$10,000
Atlantic School of Theology (AST) \$600
Augustana University College (AUC) \$3,000

Bishop's University (ABPU) \$8,500
Brandon University (BU) \$10,000
Brescia University College (BUC) \$500
Brock University (BU) \$10,000
Canadian Military Colleges (CMC) \$12,000
Cape Breton University (CBU) \$11,000
Capilano University (CU) \$1,000

Concordia University (CU) \$20,000
Dalhousie University (DU) \$35,000
Federation of Post-Secondary Educators of B.C. \$15,000
Huron University College (HUC) \$1,000
King's University College (KUC) \$4,000
Laurentian University (LU) \$8,000
Manitoba Organization of Faculty Associations \$1,000

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Saint Paul University (SPU) \$2,000
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Université de Hearst (UHE) \$500
Université de Moncton (ABPUM) \$14,750
Université de Moncton (ABPUMCE) \$2,750

Université de Moncton (ABPUMCE) \$500
Université de Saint-Basile (APCUB) \$5,500
Université Sainte-Anne (APBUSA) \$2,000
University of Alberta (AUA) \$32,000
University of British Columbia (UBC) \$25,000
University of Calgary (UC) \$11,260
University of Guelph (UG) \$25,725
University of Lethbridge (UL) \$3,660
University of Manitoba (UM) \$76,500

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CAUT ACPPU BULLETIN

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10TH YEAR

CAUT Concerned about Proposed Research Misconduct Policy Changes

IN its submission to a federal review of granting council policies on research integrity, CAUT has expressed concern for the absence of requirements that institutions uphold academic freedom and act in a manner consistent with collective agreements.

"We congratulate the granting councils' effort to update their policies on research misconduct and research integrity as requested by the industry minister in 2008," said James Turk, executive director of CAUT. "But we are concerned that the draft revisions are silent on academic freedom and on the need for university and college administrations to respect their collective agreements."

Academic freedom is an essential part of the environment that supports and promotes the responsible conduct of research, CAUT said in its written submission.

CAUT also called for broadening the section on conflict of interest to include potential institutional conflicts, not just those of individual researchers.

"Institutions may experience pressures to attract particular research funding or certain types of research activities," Turk said. "These may compromise their independence and the public trust. Institutions must ensure the responsible conduct of research is not compromised by real, potential or perceived institutional conflicts of interest."

Also flagged in CAUT's submission are a

Academic freedom is an essential part of the environment that supports & promotes the responsible conduct of research.

series of proposals for handling allegations of misconduct, initiating investigations and determining how judgments are made.

"For anything that can lead to discipline, it

is vital that the entire process be consistent with the collective agreement to ensure fairness for the accused and for those bringing forward the allegations," Turk said. ■

L'ACPPU juge préoccupants les changements proposés en matière d'inconduite en recherche

DANS son mémoire présenté dans le cadre d'un examen fédéral des politiques des organismes subventionnaires en matière d'intégrité de la recherche, l'ACPPU déplore l'absence de dispositions obligeant les établissements à protéger la liberté académique et à agir de manière à se conformer aux conventions collectives.

« Nous félicitons les conseils subventionnaires pour leurs démarches entreprises en vue d'actualiser leurs politiques sur l'inconduite en recherche et l'intégrité de la recherche, comme l'avait demandé le ministre de l'Industrie en 2008 », a déclaré le directeur général de l'ACPPU, James Turk. « Nous nous inquiétons toutefois que les projets de révision ne fassent aucune mention de la liberté académique et de la nécessité pour les administrations des universités et des collèges de respecter les conventions collectives de leurs employés. »

La liberté académique est une partie essentielle d'un environnement qui encourage et favorise la conduite responsable de la recherche, peut-on lire dans le mémoire de l'ACPPU.

Celle-ci demande également dans son document d'étendre aux conflits institutionnels potentiels l'application des dispositions régissant les conflits d'intérêts, et de ne pas les limiter aux conflits concernant les chercheurs.

« Des pressions s'exercent parfois sur les établissements pour qu'ils attirent certaines formes de financement pour des projets de recherche ou certains types d'activités de recherche, ce qui risque de compromettre leur indépendance et leur lien de confiance avec

le public », souligne M. Turk. « Les établissements doivent faire en sorte que le déroulement responsable de la recherche ne soit pas compromis par des conflits d'intérêts réels, potentiels ou apparents. »

L'ACPPU met également de l'avant une série de propositions sur la façon de traiter les allégations d'inconduite, la conduite des enquêtes et le prononcé des jugements.

« Tout processus pouvant mener à des mesures disciplinaires doit obligatoirement se poursuivre dans le respect de la convention collective de manière à garantir un traitement équitable à l'inculpé et aux personnes qui formulent les allégations », selon M. Turk. ■

CAUT Bulletin ACPPU
2705, promenade Queensview Drive
Ottawa (Ontario) K2B 8K2
1953-2011
In print 58 years/Paru depuis 58 ans
ISSN 0007-7887

CAUT/ACPPU BULLETIN

Published by / Publié par
Canadian Association of University Teachers
Association canadienne des professeurs et
professeurs d'université

2705, promenade Queensview Drive
Ottawa (Ontario) K2B 8K2
Tel: 613-820-2270 / Fax: 613-820-2417
duhaime@caut.ca

President / Président
Wayne Peters

Executive Director / Directeur général
James Turk

Managing Editor / Rédactrice en chef
Liza Duhaime

Advertising / Publicité
Rosa Lebovicka (ads@caut.ca)

Circulation / Diffusion
Nicole Gagné (gagne@caut.ca)

Graphic Design / Graphisme
Kavin Albert

Editorial Board / Comité de rédaction
Wayne Peters James Turk
Penny Stewart David Robinson
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The CAUT *Bulletin* is published each month September through June. Average distribution 46,500. Subscription for one year (10 issues): \$25 + taxes (Canadian orders only); print edition USA surface mail \$35; print edition international airmail \$65. Feature content and archive are available at cautbulletin.ca. Job postings are available at academicwork.ca.

Le *Bulletin* de l'ACPPU paraît 10 fois par an, soit de septembre à juin. Tirage moyen : 46 500 exemplaires. Abonnement d'un an : 25 \$ + taxes (Canada), 35 \$ (États-Unis) et 65 \$ (autres pays). Les articles et rubriques du *Bulletin* de même que les archives sont accessibles sur le site cautbulletin.ca. Des offres d'emploi sont publiées sur le site travailleacademique.ca.

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Performance Printing, Smiths Falls

COMMENT OPINIONS

COMMENTARY

Too Much Information

Cutting-edge researchers aren't necessarily the best teachers, argues Alan Ryan.

In a previous existence, I chaired selection committees for research fellowships in all sorts of subjects about which I knew next to nothing. This wasn't to improve my education but so that I could vouch for the integrity of the proceedings if a candidate challenged our fairness or open-mindedness. I did learn a bit about what was happening at the frontiers of knowledge, and something about current research fashions, too. But the experience fuelled my scepticism about the usual platitudes concerning the connections between research and teaching — not about research, nor about teaching, but about how they connect.

With all the emphasis on "the student experience," and the assumption that the way for faculty to improve the student experience is overwhelmingly a matter of training ourselves to be better teachers, a bit of realism about how the faculty experience one another and their work mightn't go amiss. All this, of course, without prejudice to Clark Kerr's definitive statement of almost half a century ago — sex for the students, parking for the faculty and football for the alumni. How that American prescription might translate into UK terms today is another matter.

Interviewing candidates in some subjects — sexuality in ancient Greece, say — was good fun: animated discussions, everyone piling in, impossible to hold the interview to the allotted half hour. Interviewing candidates in some others — low-temperature experimental physics, say — was less fun: distinguished interviewers would ask a couple of questions about exactly what techniques were being used, receive brief, well-informed and thoughtful answers, and fall silent. Prolonging the discussion beyond 15 minutes was almost impossible.

Why? Most obviously because in the sciences the distance between an undergraduate education and the "frontiers of knowledge" has grown immeasurably in the past half-century. This has all sorts of consequences, of which one is the length of a graduate education in the sciences; four years of doctoral work and two to four years of postdoctoral work seem to be the minimum. Another is that many disciplines are loose federations of sub-specialisms, whose practitioners can talk to each other about the basics of their discipline but whose research is barely intelligible to practitioners of different sub-specialisms. It's like a modern high-tech hospital; you'd no more let a spinal surgeon loose on a brain tumour than you'd give it to your local car mechanic.

In other disciplines there isn't a frontier of knowledge in quite the same sense to be reached. The corpus of available Greek literature that has escaped the ravages of time is finite and scholars have just about all of it under their belts. Inter-



pretations of that finite corpus are another matter; they are, if not infinite, certainly indefinitely many. Nor is there any particular technique likely to yield insights that will be definitive, irresistible, part of a cumulative project of explaining everything there is to explain about Greek literature. Physicists may fantasize about finally reaching the "theory of everything," but it is unimaginable that anyone will produce the definitive way to read Aeschylus.

What follows? A lot of things. One is that the idea that you have to do research to be a good teacher at university level is false, or, more guardedly, full of ambiguities. If your research is all but impossible to explain to your colleagues, the point of struggling to explain it to undergraduates is not obvious — as distinct from giving them some idea where the subject might be heading in five years. The kernel of truth in the usual platitudes is that you shouldn't be teaching the next generations of students if your entire stock of knowledge is what you learned as an undergraduate and your interest in what you are teaching expired the day you graduated. You need to be animated by some sense of why anyone would either want or need to know what you are trying to teach them, and some sense of what lies beyond your own knowledge. You need to be a decently equipped scholar, but not to be habitually out there on the frontier. The best higher education in the world is provided by the top US liberal arts colleges; they produce a very high proportion of graduate students in the sciences, but the professors who produce those students are not themselves doing the same research they would be doing at MIT or Caltech.

All this, of course, is on the supposition that what's being taught is distinctively "higher" than what gets taught at secondary school; much, perhaps

most, of what happens in higher education isn't, and rightly. Basic Spanish and Russian are basic Spanish and Russian; the "student experience" of learning languages from scratch, much like the student experience of learning calculus, statistical methods and a whole lot else from scratch, really is something to which devoted, sympathetic and hard-working teachers make all the difference: not deep scholars, not cutting-edge researchers.

You may strike lucky and get someone like the schoolmasters of genius you might have found teaching you Greek or calculus; then your student experience will be something to treasure. More realistically, students have the right to expect that the hard-pressed, underpaid and probably anxious graduate student who is more likely to be taking their language and stats classes will have been taught how to teach, will be carefully mentored, not be given too many classes, and so on.

What that needs, as we all know, is not the Higher Education Academy, not striking new forms of pedagogy, but resources that no UK government has been willing to provide. Princeton can do it; US public education mostly can't. Liberal arts colleges take it for granted; for-profit schools don't. Not much to do with the frontiers of knowledge, a lot to do with knowing what the job is and giving people the tools to do it. And making sure the job is attractive enough for them to wish to use the tools when they have them. ■

Alan Ryan is emeritus professor of political theory, University of Oxford.

This article first appeared in the 11 August 2011 edition of *Times Higher Education* (www.timeshighereducation.co.uk/). Reprinted with permission.

The views expressed are those of the author and not necessarily CAUT.

PRESIDENT'S COLUMN

Academic Librarians Are under Attack



By WAYNE PETERS

THIS is not the first time the above headline appears in this forum. My predecessor, Penni Stewart, penned an article for the *Bulletin* with the same title in December 2009. While the headline was certainly true then, it is disturbingly more so today. We cannot ignore the troubling circumstances facing academic librarianship at our universities and colleges and the need for all academic staff to vigorously defend this integral part of the academy.

Professional academic librarianship has become prey to bean-counting managers who see technology not as a tool to enhance our institutions' teaching, scholarship and research but as a money grab, even when it contributes to the destruction of our libraries and academic librarianship. At a time when we are flooded with streams of information coming at us in all forms and from all sources, it is extremely odd and contradictory that librarians would be deemed less than essential.

“

It is incumbent on every non-librarian, academic staff member to rethink how librarians are perceived & portrayed on our campuses.

In her article, Penni cited a number of ways in which attacks on academic librarians occur. Their jobs are being deskilled, unbundled and, often, simply eliminated by library administrators. In the process, much of the work generally recognized as the responsibility of professional academic librarians is being reassigned to lesser-trained staff or is being outsourced to external agents. There are attempts to devalue the specialized skills typically held by academic librarians and to treat them as “generalists” in an effort to increase management flexibility within the organization.

Library administrators typically point to two motivations as rationale for this transformation. The first is the need to cut budgets. The second is the availability of new information technologies that can be used to transform how libraries operate. When challenged to move their institutions forward in this information-intensive age, administrators are generally quick to employ new technologies in pursuit of enhanced service offerings.

The troubling reality though is that the implementation of such technologies is almost always seen as providing desirable opportunities to reduce budgets. To this end, administrators seize the chance to use technology to justify the widespread deskilling and unbundling of professional academic librarian work.

This then allows them to either reassign work to lower-paid, non-academic librarian staff or eliminate tasks from academic librarians' normal responsibilities. Either way, the end result is that our institutions end up with far fewer academic librarians on staff who are providing much less expert support to the institution's teaching, scholarship and research and contributing much less of their own academic work to the

greater academic good. For our institutions, though, the budget-cutting goal is accomplished.

Of course, both information and our libraries are evolving with technology but the fundamental principles which underpin professional academic librarianship remain the same; they transcend technology platforms. All information is for use. It must be made available to as many users as possible and with as few barriers as possible while saving the user time and effort. It must be adaptable to new carriers and formats. It must be provided with an understanding of any biases. And, in all of this, it is the work of academic librarians which helps describe, retrieve and manage this information for the benefit of the academy.

It seems now that the discussions occupying library directors are more about using technology to fit corporate and marketing interests while aiming to increase traffic through library doors, yet ignoring the quality of service provided. The technology is driving the discussion to focus more on the packaging and delivery of the information than on the content, which is what academic librarians provide and, more important, what they understand.

This technology-over-librarians mentality ultimately has disastrous impacts on the quality of the academy. Academic librarians are integral to all of its teaching, scholarship and research, both in support of academic staff right across our campuses and in pursuit of their own teaching, scholarship and research efforts as trained academics.

Academic staff associations must work hard at the bargaining table to achieve language to protect academic librarianship. A critical piece of this is language that recognizes academic librarians as full members of the academy with all the rights and protections afforded to other academic staff colleagues. Associations must work even harder to defend this language at all times.

Most important, it is incumbent on every non-librarian, academic staff member to rethink how librarians are perceived and portrayed on our campuses. Do we see them as information agents whose sole role is to support our students and our work? Or do we see them as academics in their own regard who serve the academy as our colleagues? ■

LE MOT DU PRÉSIDENT

Péril en la demeure des bibliothécaires

Par WAYNE PETERS

C'EST n'est pas un hasard si ma rubrique de ce mois-ci emprunte son titre à un article que ma prédécesseure Penni Stewart a rédigé dans le numéro de décembre 2009 du *Bulletin*. Si ce titre décrivait à l'époque une réalité bien concrète, celle-ci se révèle davantage inquiétante aujourd'hui. Nous ne pouvons passer sous silence la situation critique qui mine actuellement la bibliothéconomie dans nos universités et nos collèges, pas plus que nous ne pouvons ignorer la nécessité, pour l'ensemble du personnel académique, de défendre vigoureusement cette partie intégrante du milieu de l'éducation postsecondaire.

La profession de bibliothécaire académique est devenue la proie des gestionnaires « petits comptables » pour qui la technologie est un moyen de faire un coup d'argent plutôt qu'un outil pour renforcer l'enseignement, le savoir et la recherche dans nos établissements, même lorsqu'elle contribue à la désintégration de nos bibliothèques et de la profession de bibliothécaire. À l'heure même où des flux d'informations se déversent sur nous sous toutes les formes et à partir de toutes les sources possibles, il est à la fois très étonnant



Il incombe à tous de repenser les façons dont les bibliothécaires sont perçus et décrits sur nos campus.

et paradoxal que le rôle des bibliothécaires puisse être jugé moins qu'essentiel.

Dans son article, Penni énumérait diverses manières dont les coups sont portés contre les bibliothécaires académiques. Leurs fonctions sont dégroupées et leurs postes sont déqualifiés quand ceux-ci ne sont tout simplement pas éliminés par les administrateurs des bibliothèques. Dans la foulée, une grande partie du travail généralement considéré comme relevant de la compétence des bibliothécaires académiques est confiée à du personnel insuffisamment qualifié ou déléguée en sous-traitance à l'externe. Des démarches sont entreprises pour tenter de dévaloriser les compétences spécialisées normalement associées aux bibliothécaires pro-

fessionnels et de rabaisser ses derniers au rang de « généralistes », de sorte à accroître la marge de manœuvre de la direction des établissements.

De façon générale, les administrateurs des bibliothèques invoquent deux raisons pour justifier cette transformation : la nécessité de couper dans les budgets et l'accès à de nouvelles technologies de l'information permettant de moderniser le fonctionnement des bibliothèques. Mais lorsqu'ils sont mis au défi de faire évoluer leurs établissements en cette ère axée sur l'information, les administrateurs sont généralement prompts à favoriser les nouvelles technologies dans le but de bonifier les services offerts à leur clientèle.

Cette réalité est d'autant plus troublante que le recours à ces technologies est presque toujours perçu comme le moyen privilégié pour réduire les budgets. D'ailleurs, les administrateurs saisissent l'occasion de faire appel à la technologie pour justifier la déqualification et la décomposition généralisées du travail des bibliothécaires académiques, ce qui leur permet ensuite de réaffecter ce travail à du personnel de bibliothèque moins rémunéré ou d'éliminer des tâches

relevant normalement des bibliothécaires académiques.

Mais dans un cas comme dans l'autre, nos établissements se retrouvent en fin de compte avec des effectifs bibliothécaires largement diminués, beaucoup moins aptes à offrir un appui expert à l'enseignement, au savoir et à la recherche, et consacrant une portion beaucoup moins importante de leur travail professionnel à l'intérêt supérieur du milieu académique. Pour les dirigeants de nos établissements soucieux de sabrer dans les budgets, cependant, c'est mission accomplie.

S'il va sans dire que l'information et nos bibliothèques évoluent au diapason de la technologie, les principes fondamentaux sur lesquels reposent la profession de bibliothécaire académique demeurent inchangés; ils transcendent les plateformes technologiques. Toute l'information est destinée à être utilisée. Elle doit être rendue accessible au plus grand nombre d'utilisateurs possible, avec le moins d'entraves possible, dans un minimum de temps et avec un maximum d'efficacité. Elle doit pouvoir s'adapter aux nouveaux supports et formats. Elle doit être fournie de manière à faire comprendre tout élément de subjectivité dont elle peut être em-

preinte. Et dans tout cela, ce sont les bibliothécaires académiques qui contribuent à décrire, à extraire et à gérer cette information au bénéfice de la communauté académique.

Il semble maintenant que, dans leurs discussions, les administrateurs des bibliothèques cherchent davantage à faire des choix technologiques en fonction des intérêts généraux et commerciaux de leurs établissements tout en visant à augmenter le taux de fréquentation des bibliothèques, mais faisant fi de la qualité du service offert. La technologie pousse les gestionnaires à s'intéresser davantage aux moyens de présenter et de fournir l'information qu'à son contenu, ce que les bibliothécaires académiques sont chargés de faire et, surtout, ce qu'ils comprennent.

Cette mentalité qui privilégie la technologie au détriment des bibliothécaires se traduit en bout de ligne par une détérioration désastreuse de la qualité du milieu académique. Les bibliothécaires contribuent à part entière à l'enseignement, au savoir et à la recherche dans leur ensemble, dans la mesure où ils soutiennent les droits du personnel académique dans tous

Voir PÉRIL à la page A7 ➔

US Admission Decisions Distorted by Preference for 'Revenue Students'

ADMISSIONS officials admit a "clash of values" is emerging on American campuses as recruiters increasingly skip over modest income applicants with higher grades in favor of weaker performing students who do not require financial aid or who can be charged higher tuition fees.

A survey of 462 top admissions officials at a range of nonprofit colleges and universities released Sept. 21 by Inside Higher Ed reveals they are seeking "revenue students" more than ever before, and shifting away from academic rigor in vetting applicants.

Among all sectors of higher education, out-of-state and international

students are now being aggressively recruited because they pay higher tuition fees. The survey findings show a very high proportion of admissions directors who see recruiting more out-of-state students as a key admissions strategy (53 per cent at public doctoral and master's institutions) and recruiting outside the United States frequently focuses on those who can pay full price.

This means schools are using or moving towards using agents, who are commonly paid in part on commission, to recruit international students, even though most respondents opposed the practice.

Lloyd Thacker of the Education

Conservancy, a nonprofit founded to improve college admissions, said the shift in values among admissions directors and officers for applicants with cash instead of merit was a concern.

"We need to ask ourselves why we are doing what we are doing. And if we can't answer that, we should go sell cars," he told Inside Higher Ed.

Federal law bans the use of commission-based agents to recruit American students, but does not apply for overseas recruitment.

The survey results also show many admissions officers saying they are under pressure from senior administrators, trustees, development of-

ficers, and big donors to admit certain students with lower grades and test scores, including athletes and children of alumni.

"The process for admitting students has to focus on interest and ability, not the size of a person's wallet," said CAUT executive director James Turk. "Academic integrity is threatened when admissions officers lose sight of this important fact."

ON THE NET

The 2011 Inside Higher Ed Survey of College and University Admissions Directors is available at www.insidehighered.com/news/survey.

L'Université Dalhousie renonce à Turnitin.com

L'UNIVERSITÉ Dalhousie a annoncé qu'elle ne renouvelerait pas sa licence avec le service d'exploitation du logiciel anti-plagiat Turnitin.com sur Internet.

Le dirigeant principal de l'information de l'établissement a invoqué des préoccupations quant à la protection des renseignements des étudiants, que la société mère iParadigms peut être appelée à divulguer aux organismes d'application de la loi.

Étant une société américaine, iParadigms est tenue, en vertu de la US Patriot Act, de divulguer sur demande des autorités gouvernementales tous les documents auxquels elle a accès, sans pouvoir en avertir les personnes visées.

« Non seulement la vérification des travaux des étudiants par le logiciel Turnitin expose-t-elle ceux-ci à la surveillance du gouvernement américain, mais l'entreprise archive ces documents et les ajoute à sa base de données augmentée dans le but de commercialiser son service », dénonce le directeur général de l'ACPPU, James Turk.

L'ACPPU n'a cessé d'exprimer ses inquiétudes sur la protection et la confidentialité des documents et dossiers des professeurs et des étudiants qui sont hébergés sur les serveurs des filiales de sociétés américaines.

« Il importe de noter qu'en l'occurrence le problème n'est pas le lieu où ces informations personnelles sont stockées ni le fait qu'elles soient en la possession d'une entité américaine », explique M. Turk. « La loi permet aux autorités policières et aux agences de sécurité des États-Unis d'avoir accès à des renseignements ou dossiers personnels acquis par toute filiale d'une société américaine — peu importe que l'information soit stockée ou non aux États-Unis. »

Plus de 2 500 établissements post-secondaires de par le monde utilisent Turnitin pour s'assurer de l'originalité des travaux des étudiants, et l'entreprise se vante de compter dans ses archives plus de 150 millions de ces documents. ■

English on page A9

Litige sur la retraite obligatoire à l'UPEI

À l'issue d'une longue bataille entourant la retraite obligatoire, l'Université de l'Île-du-Prince-Édouard (UPEI) a été enjoindre de dédommager trois professeurs contraints de partir à la retraite à 65 ans.

En effet, la commission provinciale des droits de la personne a ordonné en septembre dernier que soient versés aux trois professeurs Barry Bartmann, Ronald Collins et Robert O'Rourke plus de 335 000 \$ pour les pertes de salaire et de cotisations de retraite subies ainsi qu'en dommages-intérêts généraux et en dépens.

Selon la décision rendue, l'UPEI doit à M. Bartmann près de 220 000 \$ pour le salaire perdu de 2007 à 2010, et plus de 100 000 \$ à M. Collins pour le salaire perdu de 2008 à 2010. Les deux plaignants devront

également toucher des intérêts sur les revenus perdus.

Quant au troisième plaignant M. O'Rourke, il a retiré sa demande d'indemnisation pour les pertes de salaire subies parce qu'il a pu trouver du travail dans l'intervalle et compenser ainsi ses pertes.

Les professeurs ont tous les trois été réintégrés dans les postes qu'ils occupaient auparavant à l'université, mais seul M. Bartmann y est toujours en fonction, les deux autres ayant pris volontairement leur retraite en septembre 2010.

Cette décision est la deuxième que la commission rend sur la question de la retraite obligatoire à l'UPEI. Dans un premier temps, l'an dernier, elle a conclu que l'université avait fait preuve de discrimination envers un autre groupe d'employés forcés de

prendre leur retraite à 65 ans en 2005 et 2006.

La commission a alors tranché en faveur du professeur de psychologie Thomy Nilsson, du professeur de sociologie Richard Wills et de Yogi Fell, une employée au Collège de médecine vétérinaire de l'Adanquie de l'UPEI. L'université a été enjoindre de verser près de 700 000 \$ en pertes salariales aux trois employés, qu'elle a, depuis, tous réintégrés dans leurs fonctions.

Par suite de la première décision, l'UPEI a suspendu l'application des dispositions relatives à la retraite obligatoire, mais a fait appel des conclusions de la commission concernant la discrimination et le montant de l'indemnisation. Aucun argent n'a été versé à l'un ou l'autre des plaignants.

En février 2011, la Cour suprême de l'I.P.-É. a rejeté la demande de l'université de retarder le versement des indemnités jusqu'à ce que les questions de fond soient entendues en appel. L'UPEI avait fait valoir que, dans l'éventualité où elle verserait les indemnités exigées et où elle remporterait par la suite sa contestation judiciaire, il serait difficile pour elle, voire impossible, de recouvrer son argent.

L'université a maintenant porté l'affaire devant la Cour d'appel provinciale et s'est bornée à proposer que le montant de l'indemnisation ordonnée soit déposé dans un compte bancaire en attendant que les tribunaux prennent une décision définitive. L'appel doit être entendu en novembre. ■

English on page A9.

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ERRATUM

In the published version of the 2011-2012 CAUT Almanac of Post-Secondary Education in Canada an error occurred in Figure 1.2 and 1.4. The errors have been corrected in the online version. The corrected figures can be downloaded at www.caut.ca

Dans la version imprimée de l'Almanach 2011-2012 de l'enseignement postsecondaire au Canada de l'ACPPU, certaines données des graphiques 1.2 et 1.4 sont incorrectes. Ces erreurs ont été corrigées dans la version en ligne et de nouveaux graphiques peuvent être téléchargés à www.acppu.ca.

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NEWS ACTUALITÉS

Barrick Slapped over SLAPP Suit

Court orders payment in mining company's lawsuit against authors.

A QUEBEC court has ruled that Barrick Gold Corporation must pay three authors for its conduct in a defamation suit on a book criticizing Canadian mining practices in Africa.

The decision in this significant freedom of expression case under Quebec's new anti-SLAPP measures represents a victory for the authors of *Noir Canada: Pillage, corruption et criminalité en Afrique* and their French publisher, Éditions Écosociété, who were sued for \$6 million by mining giant Barrick Gold.

On August 12, 2011, the Quebec Superior Court ruled that "Barrick seems to be trying to intimidate authors" and that such conduct was "apparently abusive."

The actions that led to the court's conclusion include: Barrick's threatening a lawsuit prior to having read the book; seeking \$6 million in damages (far above the \$25,000 previously awarded); and, requests for lengthy pre-trial examinations.

Another goldmining company, Banro Corporation, has also sued the authors and publisher for \$5 million, claiming defamation.

Quebec is the first jurisdiction in Canada to enact anti-SLAPP (strategic lawsuit against public participation) legislation, intended to enable defendants who believe they are being sued for speaking out or petitioning on a public matter to seek to have the suit dismissed.



SLAPPs are legal action, usually meritless defamation suits, launched against individuals or groups in order to stifle criticism. Anti-SLAPP law is meant to prevent improper legal proceedings that may be excessive, frivolous or vexatious, in their attempts to restrict freedom of expression.

Pierre Noreau, a law professor at the Centre de Recherche en Droit Publique at Université de Montréal, considers it good news the legislation has been taken seriously by the court, underlying the necessity of defendants having the means to provide a proper defense.

"Not only is this a case about Barrick, Écosociété, and the authors, but it is also about freedom of expression and an intellectual's right to write and to construct an argument publicly," says Noreau. "Academics must have the ability to develop interpretation as part of intellectual debate."

Noir Canada, published in French, has not appeared on bookshelves in English because of similar defamation threats faced by Vancouver-based publisher Talonbooks.

Critics of censorship say the case raises concerns about Barrick's alleged efforts to control information

and results of research about the mining industry and the consequences of the conduct of those industries around the world. Barrick has faced frequent allegations of international human rights and environmental abuses.

Members of the University of Toronto community have publicly protested a multi-million dollar donation from Barrick Gold founder and chairman Peter Munk for the establishment of the Munk School for Global Affairs, pointing to the "libel chill" as one of the ways the funding arrangement affects academic freedom. ■

Four-Year Deal Ratified at Western Ontario

It's a done deal. A strike by librarians and archivists at the University of Western Ontario ended Sept. 23 with an 84 per cent vote in favour of a new four-year agreement.

The library personnel represented by the UWO Faculty Association went on strike Sept. 8 after talks for a new contract failed when their collective agreement expired June 30. Negotiations had been ongoing since April.

Under the latest agreement, the librarians and archivists will receive a six per cent base salary increase over four years.

"I'm pleased to see that the membership has endorsed the deal," said faculty association president Bryce Traister after the announcement of the vote results. "I'm proud of the resilience they demonstrated during this strike."

Western's board of governors has since confirmed it also voted to approve the deal.

Neither side would provide details about how the agreement was reached. ■

The Last Professors

➔ From PAGE A10

The cherry on the sundae though belongs to the for-profit institutions, which have made higher education even more accessible by offering e-learning and block courses that easily fit into busy schedules, allowing students to continue working and earning a degree at the same time. These schools have also eliminated research as part of their mission as well as "the figure of the professor from higher education." (p. 89)

They have turned faculty into facilitators whose sole responsibility is to transmit information to students. As a result, the current state of higher education in America is as closely tied to the employment market and corporate values as it was at the turn of the 19th century.

All of these issues deserve more study, but it is clear to Donoghue that further study will not provide a sustainable solution. What was once deemed a sound liberal arts education is no longer considered useful or prestigious. The author's personal perspective helps him make a convincing argument that what is happening to the humanities and academics in these disciplines has a long history, has barely survived several twists in its story, and is in need of reinvention to stay alive.

Then again, is it absolutely necessary to continually reinvent to keep alive a disappearing discipline? What would happen if we just gave up? It is clear to Donoghue that unless there is drastic action to resolve fundamental issues, the humanities and humanities professors will eventually go the way of the dinosaur. ■

Luciana Marini Wurdemann is a teaching adjunct professor in Italian at Algoma University in Sault Ste. Marie, Ontario.

Barrick débouté dans sa poursuite-bâillon

Le géant minier est débouté en Cour supérieure du Québec dans sa poursuite contre des auteurs.

LA Cour supérieure du Québec a ordonné à la société aurifère Barrick Gold Corporation de verser une provision à trois auteurs pour les frais de l'instance en diffamation intentée contre eux après la publication d'un livre critiquant les agissements de certaines sociétés minières canadiennes en Afrique.

Le jugement rendu dans cette importante affaire sur la liberté d'expression en vertu de la loi sur les mesures anti-SLAPP (les poursuites stratégiques contre la mobilisation publique ou « poursuites-bâillons ») constitue une victoire pour les auteurs de *Noir Canada: Pillage, corruption et criminalité en Afrique* et les Éditions Écosociété, à qui le géant minier Barrick Gold

rèclamait 6 millions de dollars en dommages-intérêts.

Dans son jugement du 12 août 2011, la cour statue que « Barrick semble chercher à intimider les auteurs » et que la poursuite intentée par la société est « en apparence abusive ». Elle fonde ses conclusions sur les faits suivants : la menace exercée par Barrick d'entreprendre un recours avant même d'avoir lu le livre, la réclamation de 6 millions de dollars en dommages-intérêts (un montant nettement supérieur aux 25 000 \$ accordés auparavant), et la tenue de longs interrogatoires au préalable.

Une autre société aurifère, la Banro Corporation, a également déposé une poursuite en diffamation de 5 millions de dollars contre les auteurs et leur éditeur.

Le Québec est la première juridiction au Canada à s'être donnée une loi contre les poursuites-bâillons afin de permettre aux défenseurs qui, estimant être poursuivis pour s'être exprimés ou avoir pris parti dans le cadre d'un enjeu public, sol-

licitent le rejet de l'action.

Une poursuite-bâillon est une action judiciaire — essentiellement une poursuite en diffamation sans fondement, entreprise contre des individus ou des organismes en vue de faire taire les critiques. La loi régissant ce type de poursuite vise à empêcher qu'une demande en justice mal fondée, abusive, frivole ou vexatoire puisse être formée dans le but de restreindre la liberté d'expression.

Pierre Noreau, professeur de droit au Centre de recherche en droit public de l'Université de Montréal, se félicite que le tribunal québécois ait accordé une grande importance à la loi, confirmant ainsi que la nécessité constitue pour les défendants un moyen de défense valable.

« Cette affaire concerne non seulement Barrick, Écosociété et les auteurs, mais aussi la liberté d'expression et le droit d'un intellectuel d'exprimer ses opinions par écrit et de les défendre publiquement », a-t-il fait valoir. « Les universitaires doivent pouvoir faire entendre

leurs idées dans le cadre d'un débat intellectuel. »

Le livre *Noir Canada* n'a pas encore été publié en anglais à cause des mêmes menaces de poursuites en diffamation qui pèsent sur l'éditeur Talonbooks de Vancouver.

Pour les opposants à la censure, cette affaire conduit à s'interroger sérieusement sur les efforts que Barrick déploierait pour contrôler l'information et les résultats des recherches sur l'industrie minière et les conséquences des pratiques des sociétés minières dans le monde. Barrick a souvent été accusée d'atteintes aux droits humains internationaux et à l'environnement.

Les membres de la communauté de l'Université de Toronto ont protesté publiquement contre le don de plusieurs millions de dollars offert par le fondateur et président de Barrick Gold, Peter Munk, pour la création de la Munk School for Global Affairs, invoquant le spectre des poursuites en diffamation que l'entente de financement brandit sur la liberté académique. ■

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PSE Plans & Promises Emerge as Key Provincial Election Issue

POST-SECONDARY education has emerged as an important issue in provincial elections across the country this fall.

In Manitoba, the incumbent New Democratic Party kicked off its campaign with a promise to limit tuition fee increases to no more than the rate of inflation and to boost operating grants by five per cent in each of the next three years. Additionally, in their "contract with Manitobans," the NDP pledged to introduce a 60 per cent tuition fee income tax rebate and triple the amount of money spent on scholarships and bursaries.

The province's Progressive Conservatives committed to keeping tuition fee increases on par with inflation and endorsed creating a system for clear academic credit transfer, so students would be able to easily transfer credits between post-secondary institutions without penalty.

In Ontario, Dalton McGuinty's "if re-elected" Liberals promised to provide a 30 per cent tuition rebate for middle income students, add 60,000 new student spaces, create three new undergraduate campuses, and give Ontario college and university graduates entering the nonprofit sector an additional six-month, interest free holiday on their student loans.

The rival Progressive Conservative Party called for a greater focus on vocational education and skills training, with an increase in apprentice spots and a training credit for employers. In addition, the party promised to ensure that any tuition increases are in line with inflation

“

With tuition fees outpacing inflation & students faced with increasing debt loads, it's not surprising PSE is such a key election issue.

— James Turk
CAUT executive director



rates, and over the long haul, create up to 60,000 new post-secondary spaces, as well as raise the income threshold eligibility for student financial assistance and end the foreign scholarship program in order, partly rhetoric said, to invest in domestic students.

Meanwhile, the NDP vowed to freeze tuition fees, eliminate interest on student loans and forgive stu-

dent debt for new doctors who set up practices in underserved rural areas, small towns and remote communities in northern Ontario.

The Ontario chapter of the Canadian Federation of Students issued a report card on each of the parties' platforms on post-secondary education, which was distributed across campuses provincially.

Prince Edward Island's Liberals

pledged to expand graduate scholarships, eliminate interest on student loans and invest in more programs in rural communities, if reelected.

In a news release issued days before PEI's Oct. 3 vote, the Island Conservatives promised a \$2,500 incentive to post-secondary graduates for every two years they commit to staying and working in PEI for a maximum of four years.

Finally, Newfoundland and Labrador's Conservatives promised to extend the province's tuition freeze by another four years and invest more in student debt relief.

The province's NDP said it would phase out the provincial portion of student loans and replace them with a needs-based grant program, and eventually eliminate tuition fees.

Saskatchewan, which will have its first election by fixed date, will go to the polls on Nov. 7. Party platforms have yet to be released.

"With tuition fees outpacing inflation year after year in most provinces, students and their families are faced with increasing debt loads," said CAUT executive director James Turk. "It's not surprising that post-secondary education is such a key election issue."

Statistics Canada reported in September that tuition fees for fulltime undergraduate students increased by 3.1 per cent to \$5,601 in Saskatchewan; by 1.4 per cent to \$3,645 in Manitoba; by 5.1 per cent to \$6,640 in Ontario; and by 2.5 per cent to \$5,258 in Prince Edward Island. Tuition fees in Newfoundland and Labrador remain frozen at \$2,649. ■

Saint-Boniface Now a University

MANITOBA's only French-language post-secondary institution, the Collège universitaire de Saint-Boniface, is no more. The school is now officially the Université de Saint-Boniface, or USB.

Billed as the first of its kind in Western Canada in the early 1800s as a school for boys, to 140 years being called Collège de Saint-Boniface, the institution moved forward in April when the Manitoba government introduced legislation to grant the institution full university status.

Under the new act, USB will continue to operate independently while remaining affiliated with Winnipeg-based University of Manitoba, which it helped found with two other colleges in 1877.

"We're very proud of our affiliated relationship with the University of Manitoba, but we are ready for the future," said USB president Raymonde Gagné.

The school's mission and programs remain unchanged and university-level graduates will continue to receive diplomas from the UoM.

"While USB now has the flexibility to widen its partnership network in promoting post-secondary studies in French and raising its institutional profile, the only change on campus is our new name and new status," said Gagné.

USB accepts about 1,200 full and part-time students in a wide range of university programs and vocationally-oriented courses and enrolls nearly 5,400 in a continuing education division. ■

Version française à la page A8.

L'éducation postsecondaire : un enjeu électoral majeur aux élections provinciales

L'ÉDUCATION postsecondaire s'impose comme un enjeu de premier plan dans les campagnes électorales provinciales en cours cet automne.

Au Manitoba, le Nouveau Parti démocratique sortant a lancé sa campagne en promettant de limiter les hausses des droits de scolarité à un niveau ne dépassant pas le taux d'inflation et d'augmenter les subventions d'exploitation de 5 % par an sur les trois prochaines années. De plus, dans son « contrat avec les Manitobains », le parti s'engage à accorder un remboursement de 60 % sur les frais de scolarité postsecondaires admissibles et à tripler les crédits affectés aux bourses d'études et aux bourses d'entretien.

Les progressistes-conservateurs de la province promettent, quant à eux, de limiter les hausses des frais de scolarité au taux d'inflation et de mettre en place un système de reconnaissance de crédits entre collèges et universités de sorte que les étudiants puissent facilement transférer leurs crédits d'un établissement postsecondaire à l'autre sans être pénalisés.

En Ontario, les libéraux de Dalton McGuinty, « s'ils sont réélus », s'engagent à réduire les frais de scolarité de 30 % pour les étudiants à

revenu moyen, à créer 60 000 places supplémentaires et trois nouveaux campus pour les étudiants de premier cycle, et à accorder aux étudiants diplômés des collèges et universités de l'Ontario qui travailleront dans le secteur sans but lucratif une période de grâce de six mois sans intérêts pour le remboursement de leurs prêts étudiants.

Leurs rivaux progressistes-conservateurs entendent privilégier l'éducation et la formation professionnelles en accroissant le nombre de postes d'apprenti et en offrant aux employeurs un crédit à la formation. Ils promettent par ailleurs de maintenir les hausses des droits de scolarité dans les limites du taux d'inflation et, à long terme, de créer jusqu'à 60 000 nouvelles places dans les établissements postsecondaires, et aussi d'augmenter le seuil d'admissibilité à l'aide financière et de mettre fin au programme de bourses réservées aux étudiants étrangers afin, comme on peut le lire dans le programme du parti, que ces fonds soient réinvestis au profit des étudiants canadiens.

Quant au NPD, il s'engage à geler les frais de scolarité, à éliminer les intérêts sur les prêts aux étudiants et à annuler la dette d'étude des nouveaux médecins qui prati-

quent dans les régions rurales, les petites localités et les communautés éloignées insuffisamment desservies dans le nord de l'Ontario.

La section de l'Ontario de la Fédération canadienne des étudiantes et étudiants a distribué dans tous les campus de la province un bulletin d'évaluation du programme électoral de chaque parti en matière d'éducation postsecondaire.

Les libéraux de l'Île-du-Prince-Édouard promettent, s'ils sont reportés au pouvoir, d'élargir le programme de bourses d'études supérieures, d'éliminer les intérêts sur les prêts étudiants et d'accroître les programmes dans les communautés rurales.

Dans un communiqué publié quelques jours avant les élections du 3 octobre, les conservateurs de cette province promettent de verser, tous les deux ans, un incitatif de 2 500 \$ aux étudiants diplômés des établissements postsecondaires dans la mesure où ils s'engageront à demeurer et à travailler dans l'île pendant au moins quatre ans.

Finalement, les conservateurs de Terre-Neuve-et-Labrador promettent de prolonger de quatre ans le gel des frais de scolarité et de contribuer davantage à l'allègement de la dette étudiante.

Le parti provincial du NPD s'engage à éliminer progressivement la portion provinciale des prêts aux étudiants, qu'il remplacera par un programme de bourses d'études fondées sur les besoins, pour supprimer ultérieurement les frais de scolarité.

La Saskatchewan tiendra le 7 novembre prochain ses premières élections à date fixe. Les programmes électoraux des différents partis n'ont pas encore été rendus publics.

« Les hausses des droits de scolarité ne cessant de surpasser le taux d'inflation d'une année à l'autre dans la plupart des provinces, les étudiants et leurs familles doivent composer avec un niveau d'endettement de plus en plus élevé », souligne le directeur général de l'ACPPU, James Turk. « On ne s'étonnera pas que l'éducation postsecondaire soit un enjeu électoral aussi important. »

Statistique Canada a annoncé en septembre que les droits de scolarité pour les étudiants inscrits à plein temps à un programme de premier cycle ont augmenté de 3,1 %, à 5 601 \$, en Saskatchewan, de 1,4 %, à 3 645 \$, au Manitoba, de 5,1 %, à 6 640 \$, en Ontario, et de 2,5 %, à 5 258 \$, à l'Île-du-Prince-Édouard. À Terre-Neuve-et-Labrador, les frais sont bloqués à 2 649 \$. ■

Péril en la demeure des bibliothécaires

➔ Suite de la PAGE A3

nos campus et où, en tant qu'universitaires formés et qualifiés, ils s'acquittent de leurs propres activités d'enseignement, d'éducation et de recherche.

Les associations de personnel académique doivent travailler ardemment, lors des négociations, à faire inclure dans leurs conventions collectives des dispositions qui non seulement assurent la protection des bibliothécaires et de leur profession, mais qui reconnaissent ces professionnels comme des membres à part entière de la communauté académique et leur garantissent tous les droits et protections consentis aux autres membres du personnel académique. Et les associations doivent redoubler d'efforts pour défendre ces dispositions en permanence.

Qui plus est, il incombe à tous les autres membres du personnel académique de repenser les façons dont les bibliothécaires sont perçus et décrits sur nos campus. Les considérons-nous comme des agents d'information ayant pour seul rôle de soutenir nos étudiants et notre travail? Ou les considérons-nous comme des universitaires et collègues, avec tout ce que cela suppose, ayant pour mission de servir notre communauté? ■

Saint-Boniface devient une université

Le Collège universitaire de Saint-Boniface n'est plus. Dorénavant, l'établissement porte officiellement le nom d'Université de Saint-Boniface (USB).

Considéré comme la première école pour garçons en son genre dans l'Ouest canadien au début des années 1800, après avoir porté le nom de Collège de Saint-Boniface pendant 140 ans, l'établissement a franchi une étape en avril dernier, alors que le gouvernement du Manitoba a présenté un projet de loi visant à lui accorder le plein statut d'université.

En vertu de la nouvelle loi, l'USB continuera de fonctionner indépendamment sur son propre campus tout en maintenant son affiliation avec l'Université du Manitoba (UM), située à Winnipeg, dont elle a participé à la fondation avec deux autres collèges en 1877.

« Conserver ce lien privilégié était important pour nous, mais nous sommes prêts pour l'avenir »,



a déclaré la rectrice de l'USB, Raymonde Gagné.

La mission et les programmes d'études de l'établissement restent les mêmes et les diplômés continueront de recevoir un diplôme de l'UM.

« Bien que l'USB bénéficie maintenant de la souplesse nécessaire afin d'élargir son réseau de partenariat pour promouvoir les études postsecondaires en français et rehausser le profil de l'établissement, le seul

changement sur le campus sera notre nouveau nom et notre nouveau statut », a déclaré Mme Gagné.

L'USB accepte près de 1 200 étudiants à temps plein et à temps partiel dans un large éventail de programmes universitaires et de cours de formation professionnelle et technique, ainsi quelque 5 400 étudiants à la division de l'éducation permanente. ■

English on page A7.

La procédure d'appel du CRSH soumise à une révision judiciaire

Un boursier postdoctoral demande à la Cour fédérale du Canada de revoir la procédure d'appel du Conseil de recherches en sciences humaines (CRSH).

Johannes Wheelodon, chercheur postdoctoral à la Washington State University, sollicite le contrôle judiciaire des concours de bourses postdoctorales du CRSH où les candidats participants ne reçoivent en retour pour toute réponse que deux notes attribuées en fonction de 13 sous-critères.

M. Wheelodon, dont les travaux de recherche portent notamment sur les politiques de justice pénale, a tenté en vain pendant huit mois de comprendre la méthode de notation.

Bien que le personnel chargé du programme du CRSH lui ait fourni par au moins trois fois des explications sur le système de notation des candidatures, affirme-t-il, aucune de ces réponses ne décrivait de façon adéquate comment les comités d'évaluation pondèrent les divers critères utilisés dans le concours. « La dernière explication, que j'ai reçue seulement après avoir essayé sans succès de porter mes résultats

en appel, diffère des informations qui sont communiquées actuellement aux futurs candidats à une bourse postdoctorale. »

D'après la jurisprudence, dans la mesure où la décision d'un organisme subventionnaire est suffisamment motivée, les candidats récalcés disposent de peu de recours, fait valoir M. Wheelodon, mais le CRSH ne communique que deux notes assorties d'aucune explication sur la façon dont celles-ci sont établies.

« À moins de connaître la méthode de pondération des divers éléments et les critères d'évaluation particuliers, les candidats ne peuvent réussir à soutenir un appel ou savoir comment perfectionner leurs propositions futures. Ce qui, malheureusement, rend quasiment impossible le recours à des solutions extrajudiciaires. »

Ce n'est pas la première fois que la transparence de la procédure d'appel du CRSH est remise en question, mais, comme le souligne M. Wheelodon, « les candidats qui contestent les décisions des organismes de financement ont peu de succès devant le tribunal fédéral. »

Les frais juridiques peuvent à eux

seuls s'élever à des dizaines de milliers de dollars, sans compter que la cour fait communément preuve d'une grande déférence envers les organismes de financement de la recherche au pays.

Étant donné la nécessité impérieuse des subventions de recherche, M. Wheelodon craint qu'il ne soit contraint de mettre fin à sa carrière d'universitaire canadien avant même qu'elle ne commence. « Je ne prétends pas que je méritais d'obtenir une subvention ni que les candidats retenus n'étaient pas méritoires. Mais le processus suivi ne respecte pas le principe d'équité procédurale requis au Canada. Le CRSH est une plate-forme de financement centrale et essentielle pour le milieu universitaire canadien, qui peut et doit faire beaucoup mieux. »

Un rapport du CRSH publié en 2008 contient de nombreuses recommandations visant à accroître la transparence du système et à indiquer plus clairement les attentes du conseil et les critères de sélection. ■

English on page A9.

Lessons Learned

➔ From PAGE A10

For example, not everyone will be interested in the details of the controversy over the Reserve Officers' Training Corps at Princeton in the early 1970s — that is, at the time of the Vietnam war — but most will be interested in how its resolution, which took more than two years, relates in part to circumstances, but mostly to the understanding of shared governance on a university campus. At the heart of the process was discussion, consultation and sometimes heated debate with constituencies on and off campus. Indeed the matter of discussion, whether within well-structured and well-functioning faculty committees or with experienced faculty at open meetings, recurs at several places in the book.

Bowen highlights the constructive role of active faculty engagement most particularly in the matter of governance, but it is this aspect of Princeton's character that also earned a caution from university presidents whom Bowen consulted about his book. What worked at Princeton, they warned, may not work as well elsewhere, because specific university cultures do vary, and "if faculty malcontents are allowed to dominate campus governance, they drive away the faculty you want to involve." (p. 21)

Every one of Bowen's 11 chapters addresses themes that are worth contemplation if one wants to understand how university presidents consider issues and what they grapple with. Bowen is unusually forthright in several instances, including what he says about presidents' compensation. He provides examples of controversial speakers on campus, and emphasizes less the right to speak than the right of a campus community to hear, regardless that dissidents would shut out a speaker. His best example of the value of "straight talk" by those in charge (p. 72) is contained in just a footnote. It tells how a senior administrator handled ongoing dissent among administrative staff on the matter of Princeton's becoming co-educational, though they knew that the trustees had decided in favour of admitting female students.

Bowen's thoughts on the importance of building faculty are worth reading. They reminded me of McMaster University in the mid-1970s and 1980s, when the president, provost and dean of graduate studies were all involved in the faculty appointment process, in addition to the more typical departmental ones. In my experience, much supports Bowen's "holistic" (p. 86) view of recruitment and retention, the importance of weighing departmental and university needs equally with the "...absolute" merits of a candidate" (p. 93), and his nuanced toleration of some salary differentials based on market considerations and merit.

Regardless of one's view on the appropriate degree of involvement of senior administrators in the process to appoint, to advance, and to keep faculty, most academics would agree with Bowen that once trustees receive a recommendation, they should not second guess the suitability of the candidate. Their responsibility lies in assuring that proper procedures exist and are properly

executed, rather than in questioning nominees' qualifications. Bowen addresses virtually all issues that contemporary universities deal with, from annual budgeting to strategic decision-making. I have no quarrel with his conclusion that balancing of budgets is as much of an art as it is a science, and universities are wise to recognize that funds spent today will impact what can be provided in the future. It is true that institutional strategic plans are often developed, though these can be slow to yield the successes their planners seek.

The author illustrates this conundrum in his candid recounting of what went wrong with Princeton's new focus on the life sciences in the 1970s. The institution's approach was gradual for almost a decade, providing incremental funding and investing in junior faculty. Talented young faculty, however, tended to leave for better facilities elsewhere, and to achieve the strategic dream, Princeton had to change its course of action. The major investments that collectively brought success included recruiting leading life scientists, building new laboratories, creating a new department, and committing more faculty positions to it.

Building on this scale, while adequately maintaining other academic and support units, requires fund-raising and friend-raising. Bowen did this well, and was pleased to learn that people will give generously to what they admire and, if I may add, to what they believe in. His cautionary comments on fund-raising are also well chosen, not only because institutional values and institutional mission must govern the kinds of gifts that are accepted, but also because gift agreements must be carefully drafted to avoid future misunderstandings.

Alumni are typically a great source of institutional friendship and support, but Bowen acknowledges that communication with prickly grads can rapidly become stressful in the internet age. So can dealing with undergraduates, among whom advancing educational values and building community have never been easy, even on a residential campus. Given the role of universities in contemporary society, I expect that balancing the competing demands of inclusiveness and accommodating differences among students, will long remain aspects of university life.

What did I like most about Bowen's book? I found his spare language and blunt honesty refreshing. The view from the top differs from that of other vantages, and Bowen provides valuable insights on the handling of challenges faced by university presidents. I enjoyed his quip that a president should leave office "when there is still a semblance of a band playing" (p. 142), but what resonated the most was his understanding of universities and their importance to the world. Bowen's book is worth reading, and wise academics will reflect on the lessons he learned. ■

Emőke J.E. Szathmáry was president and vice-chancellor of the University of Manitoba between 1996 and 2008. As president emerita and professor she is continuing her academic appointments in the department of anthropology as well as in the department of biochemistry and medical genetics.

New Copyright Bill Gives, Takes Away

AMENDMENTS to Canadian copyright law tabled last month in Parliament will both benefit and hinder the work of educators.

"We're pleased the government's latest incarnation of copyright reform, Bill C-11, reflects the priorities of Canada's academic and research community to expand fair dealing specifically for educational purposes," said CAUT executive director James Turk. "We're satisfied this represents a genuine effort to introduce balance in amending the current act, but at the same time we're disappointed the legislation makes circumventing digital locks an infringement of copyright,

even for lawful reasons such as fair dealing."

Fair dealing is the right to copy works without permission or payment for a range of purposes. CAUT and its coalition allies have long advocated for the inclusion of education as one of those purposes.

Fair dealing affirms, for example, the right of teachers to use copyrighted materials as part of a lesson. However, if the material is digitally-locked, the anti-circumvention provisions in Bill C-11 would make the same act illegal.

"The bill is not the one we would have written, but with the exception of the digital lock rules, it contains

the kind of necessary compromises we can live with," Turk said.

"Still, it is mystifying why the government would proceed with anti-circumvention language that content providers don't want and even the United States is turning away from."

The final law is expected to be passed by the end of the year.

The last two major copyright revision efforts in Canada took place in 1988 and 1997. ■

ON THE NET

Watch CAUT's video on Bill C-11, the Copyright Modernization Act, available at www.youtube.com/cautacppu.

SSHRC Faces Judicial Review of Appeals Process

A POSTDOCTORAL research fellow is asking the Federal Court of Canada to review the appeals policy of the Social Sciences and Humanities Research Council.

Johannes Wheeldon, a post doc at Washington State University, is seeking judicial review of SSHRC's postdoctoral fellowship competitions in which the only feedback provided to applicants are two scores based on 13 sub-criteria.

Wheeldon, whose research interests include crime and justice policy, has spent eight months attempting unsuccessfully to discover the scoring methodology.

"SSHRC program staff has provided at least three explanations on scoring postdoctoral applications," Wheeldon said. "None of these has adequately shown how evaluation committees weigh various criteria within the competition. The latest explanation – provided only after my failed attempt to ap-

peal my score – is not the same as the information currently provided to future applicants for a post doc grant."

Based on previous case law, as long as a funding agency provides adequate reasons for a decision, there is little recourse for failed applicants, Wheeldon says, but SSHRC only provides two scores with no explanation for their compilation.

"Unless applicants know how various elements are weighed and the specific evaluation criteria, they can't successfully appeal or strengthen future proposals," he said. "Unfortunately, this makes finding a non-judicial solution nearly impossible."

This is not the first time SSHRC has been challenged on the transparency of its appeal process, but as Wheeldon notes "applicants challenging funding agency decisions have not fared well at federal court."

Legal fees alone could be tens of thousands of dollars and the court has historically given broad deference to the country's research funding organizations.

Given the increasing importance of grants, Wheeldon worries he may be ending his Canadian academic career before it begins. "I'm not arguing that I deserved funding, or that those who were successful didn't. But the process undertaken fails to meet the standard of procedural fairness required in Canada. SSHRC is a central funding platform and essential to the Canadian academic community. It can and must do better."

A 2008 SSHRC report included numerous recommendations to improve transparency, better communicate expectations and clarify selection criteria. ■

Version française à la page A8.

Dalhousie Opts out of Turnitin.com

DALHOUSIE University has announced it will not be renewing its contract with internet-based plagiarism detection service Turnitin.com.

The university's chief information officer cited privacy concerns over the protection of student information, which can be requested from parent company iParadigms by law enforcement agencies.

As iParadigms is an American corporation, all records to which it has access are subject to government requests under the US Patriot Act, and the company is prohibited from notifying targeted individuals.

"Not only does turning student papers over to Turnitin for review make students vulnerable to American government surveillance, the company archives the papers and uses the growing number of papers in its database to market its service,"

said CAUT executive director James Turk.

CAUT has raised concerns generally about faculty and student records being stored with US-linked corporations because of privacy implications.

"It's important to note the issue is not about location and actual possession of personal information by a US entity," said Turk. "The law allows US police and security agencies access to personal information or records acquired by any US-linked corporation, whether or not the information is stored on servers in the United States."

More than 2,500 post-secondary institutes worldwide use Turnitin to check students' papers for originality, and the company boasts over 150 million archived student papers. ■

Version française à la page A4.

Appeal Court to Weigh in on UPEI's Retirement Dispute

IN A drawn-out battle over mandatory retirement, the University of Prince Edward Island has been ordered to compensate three professors after they were forced into retirement at age 65.

The PEI Human Rights Commission ruled in September that faculty members Barry Bartmann, Ronald Collins and Robert O'Rourke are owed more than \$335,000 for lost income and pension contributions, as well as general damages and costs.

According to the ruling, UPEI owes Bartmann nearly \$220,000 for

lost income from 2007 to 2010, and Collins more than \$100,000 for lost income from 2008 to 2010. Both complainants are also to receive interest on lost wages.

The third complainant, Robert O'Rourke, withdrew his claim for lost wages because he was able to find work in the interim, which offset his losses.

All three were reinstated last year in their former positions with the university, but only Bartmann remains after the others voluntarily retired in September 2010.

This is the second ruling the commission has made on the issue of mandatory retirement at UPEI, after concluding last year the university discriminated against another group of employees who were forced to retire in 2005 and 2006 at age 65.

In that decision, the commission ruled in favour of psychology professor Thommy Nilsson, sociology professor Richard Wills, and Yogi Fell, who worked at UPEI's Atlantic Veterinary College. The university was ordered to pay the three employees almost \$700,000

for loss of income.

The university has since reinstated the three in their former positions.

UPEI suspended its mandatory retirement provisions in the aftermath of the first decision, but appealed the commission's ruling both on the findings of discrimination and amount of compensation. No payments have been made to any of the complainants.

In February 2011, PEI's Supreme Court dismissed the university's request that payout of claims be delayed until the substantive issues are

heard on appeal. UPEI had argued that if it completed the payouts and then won the court challenge, it would be difficult or impossible to get the money back.

The university has now taken the case to the PEI Court of Appeal, and has offered only to pay the ordered compensation into a bank account until the courts make a final decision.

The appeal is scheduled for hearings in November. ■

Version française à la page A4.

Forum for Aboriginal Academic Staff

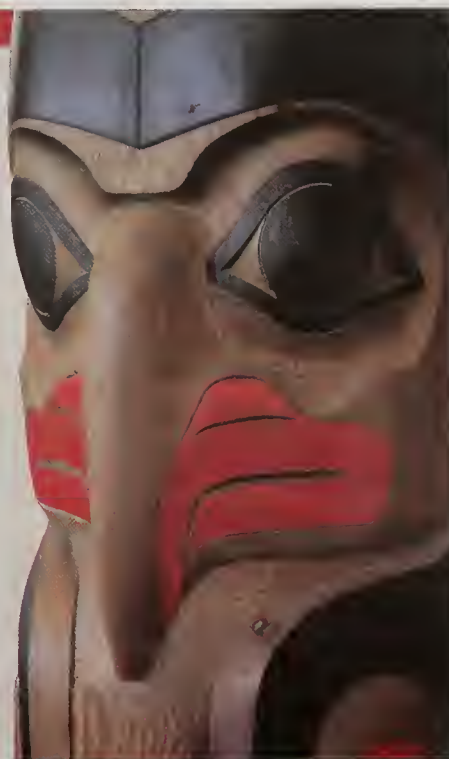
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Promotion and tenure
Next steps forward

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Register before **28 October 2011**
www.caut.ca/forms/aboriginalforum.html



CAREERS CARRIÈRE

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B

■ BIOLOGY (MOLECULAR EVOLUTION) — University of Western Ontario. Applicants are invited for a probationary (tenure track) faculty position at the rank of Assistant Professor in the area of Molecular Evolution in the Department of Biology, Faculty of Science, at the University of Western Ontario (www.uwo.ca/biology) starting July 1, 2012. Candidates must have a PhD in Biology or a related field and postdoctoral experience (or equivalent). The successful candidate will be expected to develop an independent, externally funded research program in the area of Molecular Evolution, motivated by questions in Biology, and contribute to the graduate and undergraduate degree programs in Biology. The area of Molecular Evolution represents an integral link between the Department's research strengths in molecular and evolutionary biology, genetics and developmental biology, and the successful candidate will complement these. Preference will be given to applicants with a strong background in Bioinformatics, although all qualified applicants within the field of molecular evolution will be considered. The Department of Biology and Faculty of Science provide a research intensive environment, including state-of-the-art computational (www.sharcnet.ca), laboratory and field facilities. Consideration of applications will begin November 01, 2011 and continue until the position is filled. Applicants must include a curriculum vitae, a statement of research interests, a statement on teaching philosophy, and the names of three references. Applications, submitted electronically as a single pdf file to: malevich@uwo.ca should be addressed to the attention of: Dr. Mark Barnard, Chair, Department of Biology, The University of Western Ontario. This position is subject to budgetary approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men including visible minorities, aboriginal people and persons with disabilities.

■ BUSINESS — University of Windsor. The Odette School of Business at the University of Windsor invites applications for a tenure track position in the area of Accounting at

the rank of Assistant or Associate Professor commencing July 1, 2012. For a detailed position description visit our website at: www.uwindsor.ca/facultypositions. Contact: Dr. Allan Conway, Dean, Odette School of Business, University of Windsor, 401 Sunset Ave, Windsor, Ontario N9B 3P4, Tel: (519) 253-3000, Ext. 3051; Fax: (519) 973-7073, E-mail: aconway@uwindsor.ca. For information on the University of Windsor or the City of Windsor, contact Geri Paceca, Coordinator, Faculty Recruitment at 677-655-6608 (toll free) or North America, call 1-800-561-1432 or Email: recruit@uwindsor.ca.

C

■ CHEMISTRY (INORGANIC CHEMISTRY) — University of Western Ontario. The Department of Chemistry invites applications for a probationary (tenure-track) faculty position at the rank of Assistant Professor in Inorganic Chemistry at the University of Western Ontario. The successful candidate will be expected to establish an independent, externally funded research program, and to develop and teach innovative courses in chemistry at the undergraduate and graduate levels. The Department of Chemistry (www.uwo.ca/chem) is a large research-intensive department with strong programs in many areas of chemistry and with several interdisciplinary links to research groups in other departments in the Faculty of Science and Engineering and the Schulich School of Medicine & Dentistry. Interested candidates should send two hard copies of their application package which includes an up-to-date curriculum vitae, a teaching philosophy and a statement of teaching interests, a description of research accomplishments, and a 5-page research proposal with an appropriate budget, together with the names, mailing and e-mail addresses and telephone numbers of three references to: Dr. K. M. Barnes, Chair, Department of Chemistry, The University of Western Ontario, Chemistry Building, Room 003 Box 11, 1151 Windermere Street, London, Ontario, N6A 5B7, Canada. The deadline for receipt of two printed copies of the full application is November 30, 2011. Applications sent by e-mail will not be considered. Positions are subject

to budgetary approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Only the University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities.

■ CHINESE BUDDHISM — University of Toronto. The University of Toronto invites applications for a tenure stream position, Assistant Professor, located jointly in the Department for the Study of Religion (50%) and the Department of East Asian Studies (40%). Candidates should have demonstrated expertise in one or more areas of research methodology. Expertise in the relevant source languages is essential. Major area of specialization should be Chinese Buddhism. A PhD, excellent record of research and publication and excellence in teaching is required. The successful candidate will teach undergraduate and graduate courses in both departments on the St. George (downtown) campus, totaling two courses per semester, and will be expected to contribute to a developing doctoral program in Buddhist Studies within the Department for the Study of Religion. Salary commensurate with qualifications and experience. Qualified candidates are encouraged to apply online at <http://www.jobs.utoronto.ca/faculty.htm> Job Number 1100719. Submit your application online by clicking the link below. Applicants should submit as a single PDF file a letter of application, curriculum vitae and evidence of teaching effectiveness. Arrange for three letters of reference to be sent to: Professor John S. Koopman, Chair, Department for the Study of Religion, Jackman Humanities Building, Suite 309, University of Toronto, Toronto, Ontario M5S 2M8. Applications should be received by November 1, 2011. Candidates invited for an interview will be asked to send samples of their published work. The appointment will be effective July 1, 2012. Closing Date November 1, 2011. For more information about the department for the Study of Religion please visit our home page: <http://www.religion.utoronto.ca/>. For information about the East Asian Studies Department please click here: <http://www.eas.utoronto.ca/>. The University of Toronto offers the opportunity to teach, conduct research and live in one of the most diverse cities in the world. The University of Toronto is strongly committed to diversity

within its community and especially welcomes applications from visible minority group members, women, aboriginal people, persons with disabilities, members of sexual minority groups and others who may contribute to further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

■ COMPUTING & INFORMATION SYSTEMS — Saint Mary's University. The Sobey School of Business at Saint Mary's University invites applications for one tenure-track position at the rank of Assistant Professor in Computing and Information Systems commencing July 1, 2012 or as soon as possible thereafter. The successful candidate will possess or be near completion of a PhD in management information systems, computer science, or related field. Candidates are expected to possess strong teaching skills and a commitment to research excellence. Expertise in web information systems and visual basic application development are considered desirable. Strong teaching effectiveness, commitment to education innovation and program support, interdisciplinary communication skills, and a collaborative working style are assets. The successful applicant will be expected to teach at both graduate and undergraduate levels. In addition to conducting and supervising research that contributes to the School's graduate programs. The Sobey School of Business at Saint Mary's University is a balanced research/teaching institution. It has the largest business program in the Atlantic Provinces and offers AACSB accredited degrees at the undergraduate, masters and PhD levels. Saint Mary's is located in the heart of historic Halifax, Nova Scotia, the major educational and commercial centre on Canada's eastern seaboard. It is conveniently located to recreational, historical and cultural attractions, and to other major urban centres in Canada and the Northeastern United States. For further detail please visit www.sobey.smu.ca. Although candidates of all nationalities are encouraged to apply, priority will be given to qualified Canadian citizens and permanent residents. Saint Mary's University is committed to principles of employment equity and encourages applications from qualified women and men, aboriginal peoples, visible minorities and people with disabilities. Applications for this position should include a letter of application, a curriculum vitae, copies of recent research

papers, teaching evaluations, and three letters of reference. Applications should be sent to: Dr. Ashraf Al Zaman, Chairperson, Department of Finance, Information Systems, and Management Science, Sobey School of Business, Saint Mary's University, Halifax, NS, B3H 3C5, Canada. E-mail: ashraf.alzaman@smu.ca. Applications will continue to be accepted until the position is filled.

D

■ DRAMATIC ARTS — Brock University. The Department of Dramatic Arts, part of the Marilyn I. Walker School of Fine and Performing Arts at Brock University, invites applications for a probationary tenure-track appointment at the rank of Assistant Professor in theatre and performance studies with expertise in an area of study such as indigenous performance, queer theory, postcolonialism, or related fields. Preference will be given to those with demonstrated interest in pre-20th century areas of specialization. The ideal candidate will have the capacity to engage in departmental production activity, specifically the conceptualization and direction of departmental multi-stage events and other performance-related occasions. Applicants should be able to teach courses with mixed scale/lecture components as well as larger scale survey courses and independent study in a fashion consistent with key contemporary theoretical and pedagogical trends in theatre and performance studies. The successful candidate will have a doctoral degree and be able to contribute to graduate programs in the Faculty of Humanities such as the MA program in Studies in Comparative Literature and Arts and the new PhD program in Interdisciplinary Humanities. The Department of Dramatic Arts addresses the study of critical thinking, theatre history, dramaturgy, and integration of the arts and performance as cultural and educational practices. All degree offerings are united under one goal — to integrate theory and practice so as to provide students with a broad educational base combining research, practice, and creative development. Pedagogical practices as well as performance, design, and technical skills are emphasized and integrated in various ways with the study of critical thinking, theatre history, dramaturgy, and dramatic literature. Annual events include two major productions, as well as various other symposia and events, including upper-year course outcomes. The appointment will begin July 1, 2012. The Department of Dramatic Arts offers a BA Honours in Dramatic Arts. For Honours students, concentrations are available in Applied Theatre and Drama in Education, Performance, Production and Design, and Theatre Praxis. The Department also offers a four-year (20 credit) BA with Major Dramatic Arts degree and a three-year BA Pass degree, as well as two concurrent BA (Honours)/BEd programs over five years. For more information, see <http://www.brocku.ca/dramaticarts>. In 2014-15 the entire Marilyn I. Walker School will move to its new home

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ISSUE NUMÉRO	CLOSING DATE DATE DE TOMBÉE
September 2011 septembre	August 10 août 2011
October 2011 octobre	September 07 septembre 2011
November 2011 novembre	October 12 octobre 2011
December 2011 décembre	November 09 novembre 2011
January 2012 janvier	December 07 décembre 2011
February 2012 février	January 11 janvier 2012
March 2012 mars	February 08 février 2012
April 2012 avril	March 14 mars 2012
May 2012 mai	April 11 avril 2012
June 2012 juin	May 09 mai 2012

The dates of tombée pour réserver, modifier, renouveler ou annuler une annonce à publier dans le *Bulletin de l'ACPPU* sont indiquées ci-dessus. Les dates de tombée des annonces sont aussi les dates de soumission du texte publicitaire. De façon générale, la rédaction du *Bulletin* n'acceptera pas les modifications au texte et aux illustrations, les annulations, les renouvellements ni le matériel soumis en retard après la date de tombée des annonces. Il ne peut être présumé que l'une ou l'autre de ces requêtes a été exécutée sans la confirmation expresse de la rédaction du *Bulletin*.

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The *CAUT Bulletin* will not accept advertisements from for-profit post-secondary institutions or job advertisements restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, disability, sexual preference, social origin, or political beliefs or affiliation. *CAUT* expects that all positions advertised in the *Bulletin* are open to both men and women. Advertisements using restrictive language will not be accepted except when the language is consistent with human rights legislation. Where any bona fide reasons for exemption from human rights legislation exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the *Bulletin* with a statement as to these reasons. The *CAUT Policy Statement on Academic Freedom* (www.caut.ca/pages.asp?page=247&lang=1) contains fundamental statements of principle which reflect key priorities of this organization. The *CAUT Bulletin* therefore reserves the right to refuse advertisements from any post-secondary institution where such advertisement or practice of the institution appears to demonstrate an intention to restrict for as in fact restricted academic freedom.

As a service to CAUT members interested in positions available in other countries, the *Bulletin* accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the American Association of University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at institutions outside of Canada. *CAUT* publishes a list of colleges and universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tel: (202) 737-5900 or visit www.aaup.org.

Déclaration de l'éditeur

Le *Bulletin de l'ACPPU* n'accepte ni les publicités des établissements postsecondaires à but lucratif ni les offres d'emploi qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'incapacité, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attachés politiques, génériques. L'ACPPU s'attend à ce que tous les postes annoncés dans le *Bulletin* soient offerts aux hommes et aux femmes. Les annonces utilisant un langage restrictif ne sont pas acceptées à moins qu'elles ne soient conformes à la Loi sur les droits de la personne. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédaction du *Bulletin* une déclaration énonçant ces raisons. L'énoncé des principes fondamentaux de l'ACPPU sur la liberté académique (www.acppu.ca/pages.asp?page=247&lang=1) résume les priorités clés de cette organisation. Le Comité de rédaction du *Bulletin de l'ACPPU* se réserve donc le droit de refuser de publier les annonces d'un établissement postsecondaire où il est évident que des annonces ou des pratiques de cet établissement démontrent l'existence d'une intention de restreindre la liberté académique ou restreignent en fait celle-ci.

Le *Bulletin* accepte les offres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté académique et son degré de protection peuvent varier d'un pays à l'autre. À l'exception des États-Unis, où l'Association américaine des professeurs universitaires (AAUP) enquête sur des prétendues violations de la liberté académique, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté académique dans les établissements postsecondaires étrangers. Deux fois par année, l'ACPPU publie une liste des collèges et des universités fautive d'être censurées par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces censures, écrire d'urgence à l'AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tel: (202) 737-5900, ou de visiter www.aaup.org.

CARRIÈRES

at the site of an historic building in downtown St. Catharines, adjacent to a new re-performing arts centre built by the City of St. Catharines. Deadline for completed applications is November 15, 2011. Applicants should send a curriculum vitae, support material related to research, production and research; evidence of successful teaching, including a one-page statement of teaching philosophy plus arrange for three confidential letters of reference to be mailed to: Dr. Randy Chai, Department of Drama, Arts, Brock University, St. Catharines, ON, L2S 3A1. This position is subject to final budgetary approval. All qualified candidates are encouraged to apply. Women, Aboriginal people and persons with disabilities are encouraged to apply and to voluntarily self-identify as a member of a designated group as part of their application. Candidates who wish to be considered as a member of one or more designated groups should fill out the Self-Declaration Form (available at http://www.brocku.ca/webfm_send/1035) and include the completed form with their application. More information on Brock University can be found on the University's website (<http://www.brocku.ca>).

E

■ **ECONOMICS – Wilfrid Laurier University**, School of Business and Economics, Department of Economics. Applications are invited for a tenure-track position in the Department of Economics, commencing July 1, 2012 at the rank of Assistant Professor. Candidates will hold, or will have nearly completed, a PhD in economics and be able to demonstrate that they will establish themselves as recognized scholars, and be good teachers at all levels. Applicants in all fields will be considered. Wilfrid Laurier University is committed to employment equity and values diversity. We encourage applications from qualified women and men, including persons of all genders and sexual orientations, persons with disabilities, Aboriginal people, and persons of a visible minority. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Members of designated groups must self-identify to be considered for employment equity. Candidates may self-identify, in confidence, to the Acting Dean of the School of Business and Economics, Dr. William Banks. Specify that you are applying for a tenure-track position in the Department of Economics. Further information on the university policy can be found at http://www.wlu.ca/page.php?ppr_id=2465&p=10545. This position is subject to final budgetary approval. Applications by email are preferred, and should be sent to economic@wlu.ca or equivalent. Candidates should include a covering letter, curriculum vitae, a URL to your job market paper if it is online, or a PDF file otherwise, and the names and email addresses of three referees. The review of applications will begin on November 15 and will continue until the position is filled. Please send your application to Dr. Steven Ziss, Chair, Department of Economics, Wilfrid Laurier University, Waterloo, Ontario, N2L 3C5.

■ **ECONOMICS – University of Alberta**, The Department of Economics in the Faculty of Arts at the University of Alberta invites applications for two tenure-track positions at the Assistant Professor level and the other at either the Assistant, Associate or Full Professor level, starting July 1, 2012. Candidates for the Associate and Full Professor positions will be given priority. For the first position, candidates with areas of research and teaching experience in public policy, and especially in health economics, are particularly encouraged to apply but strong candidates in any field of economics will be given consideration. For this level position, qualified candidates must hold a PhD, or be close to completion, and demonstrate outstanding potential for both teaching and research. For the second position, applicants must have teaching and research interests in the field of health economics. For both positions, all candidates are expected to hold a PhD, or be close to completion, and candidates for the Full Professor position must have demonstrated excellence in research and teaching, and have earned an international reputation for the quality of their research. Responsibilities for both positions will include teaching in both undergraduate and graduate student programs, student research supervision, maintaining an active research program, and service to the Department, Faculty and University. Salary is commensurate with rank, qualifications and experience. Applicants should send curriculum vitae, a letter describing their areas of research interest, samples of current research papers and, if available, a teaching dossier and evaluations of teaching performance to: econ@ualberta.ca or to the Chair, Dr. Orin Stitzel, at the Chair, Department of Economics 8-14 HM Tower Building, University of Alberta, Edmonton, AB, Canada, T6G 2H4. Website: www.ualberta.ca/economics. Closing Date: November 15, 2011. Competition No. A110314089 and A110315720. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal people.

■ **ECONOMICS (FINANCIAL ECONOMICS) – University of Toronto**, The Department of Economics at the University of Toronto St. George campus invites applications for a tenure stream position in Financial Economics at the rank of Assistant Professor. The appointment will be effective July 1, 2012. The candidate must have evidence of excellence in research and teaching in Financial Economics, and have earned a PhD in Economics or equivalent by July 1, 2012 or soon thereafter. Duties include undergraduate and graduate teaching and research. Priority will be given to candidates with research in research agenda. Salary will be commensurate with qualifications and experience. Applications should be submitted online at

www.economics.utoronto.ca/apply. The deadline for applications is November 18, 2011. Please note that paper applications will not be accepted. For more information about the Department of Economics at the University of Toronto St. George campus please visit our home page at <http://www.economics.utoronto.ca>. The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

■ **ECONOMICS (ASSISTANT PROFESSOR/MACROECONOMICS) – University of Toronto**, The Department of Economics at the University of Toronto St. George campus invites applications for a tenure stream position in Macroeconomics at the rank of Assistant Professor. The appointment will be effective July 1, 2012. The candidate must have evidence of excellence in research and teaching in Macroeconomics, and have earned a PhD in Economics or equivalent by July 1, 2012 or soon thereafter. Duties include undergraduate and graduate teaching and research. Priority will be given to candidates with research in research agenda in money and banking. Salary will be commensurate with qualifications and experience. Applications should be submitted online at www.economics.utoronto.ca/apply. The deadline for applications is November 18, 2011. Please note that paper applications will not be accepted. For more information about the Department of Economics at the University of Toronto St. George campus please visit our home page at <http://www.economics.utoronto.ca>. The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

■ **ECONOMICS (LECTURER/MACROECONOMICS) – University of Toronto**, The Department of Economics at the University of Toronto St. George campus invites applications for a teaching stream position at the rank of Lecturer. The appointment will be effective July 1, 2012 and is initially for a term of three years with a possibility of renewal. Appointment at the rank of Lecturer may be renewed annually to a maximum of five years. In the fifth year of service, Lecturers shall be reviewed and a recommendation made with respect to promotion to the rank of Senior Lecturer. We seek an enthusiastic and motivated individual who is interested in establishing a long-term teaching career. The successful candidate will be expected to make a strong contribution to our undergraduate programs in Commerce and Economics and to be able to teach introductory Macroeconomics courses as well as upper-year courses in the area of his/her specialty. Candidates are expected to pursue excellence in teaching and have earned a PhD degree or equivalent by July 1, 2012 or soon thereafter. Salary will be commensurate with qualifications and experience. Applications should be submitted online at www.economics.utoronto.ca/apply. The deadline for applications is November 18, 2011. Please note that paper applications will not be accepted. For more information about the Department of Economics at the University of Toronto St. George campus please visit our home page at <http://www.economics.utoronto.ca>. The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

■ **ELECTRICAL & COMPUTER ENGINEERING – University of Toronto**, Dr. Edward S. Rogers Sr. Department of Electrical and Computer Engineering at the University of Toronto invites applications for faculty positions at the Assistant/Associate Professor rank, with a start date of July 1, 2012, in the following four areas: 1. Electrical Power Systems: Outstanding candidates in all areas of Electrical Power Systems are encouraged to apply. Applications for this position should be addressed to Professor Raza Iqbal, Chair of the Electrical Power Systems Search Committee, and sent to PowerSearch@eecs.utoronto.ca. 2. Electronic Circuits, Devices and Technologies: Applications are welcomed from outstanding candidates in all areas of Electronics including, but not limited to, analog, mixed-signal, and VLSI circuits, as well as beyond-CMOS technology and integrated microsystems. Applications for this position should be addressed to Professor Yan Chan Cansone, Chair of the Electronics Search Committee, and sent to ElectronicsSearch@eecs.utoronto.ca. 3. Communication Systems: Outstanding candidates in all areas of Communications are encouraged to apply. An area of particular interest is stream processing and interactive communication systems design, including the study of fundamental limits on the representation and transmission of delay-sensitive media, architectures for interactive streaming, real-time streaming in wireless networks, and distributed signal processing. Applications for this position should be addressed to Professor Raviraj Adve, Chair of the Communication Systems Search Committee, and sent to CommSearch@eecs.utoronto.ca. 4. Software Systems: Applications are welcomed from outstanding candidates in all areas of Software Systems, with particular interest in cloud computing and information storage systems. All areas of cloud computing will be considered, including architectures, operating systems, security, virtualization and resource management, mobile user support and applications. Areas of interest include distributed systems, but are not limited to, hierarchical storage systems, novel storage devices and technologies, storage architectures, and energy optimizations. Applications for this position should be addressed to Professor Baohua Chen, Chair of the Software Systems Search Committee, and sent to SoftwareSearch@eecs.utoronto.ca. Successful candidates are expected to pursue excellence in research and teaching at both the graduate and un-

dergraduate levels, and must have (or be about to receive) a PhD in the relevant area. The Edward S. Rogers Sr. Department of Electrical and Computer Engineering at the University of Toronto ranks among the top 10 in North America. It attracts outstanding students, has excellent facilities, and is ideally located in the middle of a vibrant, artistic, and diverse cosmopolitan city. Additional information on the department can be found at: www.ece.utoronto.ca. Applicants must submit their applications by email to one of the four email addresses given above. Please submit only Adobe Acrobat PDF documents and include a curriculum vitae, a summary of previous research and proposed new directions, a statement of teaching philosophy and interests, and the names of three references. Applications should be received by December 31, 2011. The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Rank and salary will be commensurate with qualifications and experience. UNIVERSITY OF TORONTO, The Edward S. Rogers Sr. Department of Electrical & Computer Engineering, 10 King's College Road, Toronto, Ontario, Canada, M5S 3G4.

■ **ENGLISH – University of Western Ontario**, The Department of English, The University of Western Ontario (<http://www.uwo.ca/english/>) invites applications for a probationary (tenure-track) position at the rank of Assistant Professor in the area of American Literature and Culture, 1845–1945. Applications from candidates with any area of specialization within this broad field are welcome. We are particularly interested in African-American, Gender Studies, LGBT Studies, and/or Nationalisms. Outlets will include commitments in research, teaching, and service. The completed PhD and experience and promise in teaching and research are minimum qualifications. All applicants welcome to evidence of timely completion to be provided by referees. Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, Aboriginal people and persons with disabilities. Please mail a cover letter, CV, and writing sample, and arrange for 3 references to be mailed to: Bryce Traister, Chair, Department of English, University of Western Ontario, London, ON, Canada N6A 3K7. Closing Date: November 30, 2011.

■ **ENGLISH – St. Jerome's University**, St. Jerome's University, situated in the heart of the University of Waterloo campus, is a public Roman Catholic university federated with the University of Waterloo. The Department of English at St. Jerome's University invites applications for a tenure-track appointment at the rank of Assistant Professor, commencing July 1, 2012. The successful candidate will have a PhD in English. The successful candidate will have a PhD in English and expertise in Early Modern Literature, with specialization in Shakespeare. Faculty members must meet a high standard of teaching excellence, have a strong sense of collegiality, demonstrate a commitment to service, and develop a solid research agenda. While St. Jerome's is primarily an undergraduate liberal arts institution, there is some opportunity to take part in graduate teaching and supervision in the University of Waterloo graduate program. As of May 1, 2012, the base salary for an Assistant Professor will be \$72,309. Candidates should send a letter detailing their interest in and suitability for the position, a curriculum vitae, a teaching portfolio/dossier with a statement of teaching philosophy, an outline of a research agenda, one or two sample papers for consideration, and three confidential letters of recommendation. Applications from women and men who are familiar with the traditions of the Roman Catholic faith are encouraged. Please send applications to: Dr. Norman Klassen, Chair, Department of English, St. Jerome's University, 230 Wellington Street West, Waterloo, ON, Canada N2L 3C3. St. Jerome's University is committed to the principles of employment equity and in accordance with Canadian Immigration requirements this advertisement is directed in the first instance to Canadian citizens and permanent residents of Canada. The Committee will begin reviewing applications on October 14, 2011. For further information on St. Jerome's University, visit www.stj.uwo.ca.

■ **ENGLISH (DRAMA & THEATRE OF THE AMERICAS) – McGill University**, The Department of English at McGill University invites applications for a tenure-track position at the rank of Assistant Professor to begin 1 August 2012 in Drama and Theatre of the Americas. A secondary emphasis on critical performance practice is desirable. The successful candidate will teach and conduct research in Drama and Theatre of the Americas (the US, Canada, and Latin America). Knowledge of French and some teaching experience are assets. Evidence of scholarly promise is a major consideration. McGill's Department of English brings together three different but related areas of study – Literature, Drama and Theatre, and Cultural Studies – and promotes research and teaching across specialist boundaries. The teaching assignment is 12 credits (4 courses) per academic year. Complete information about the Department, its programs, and courses may be found on our website www.mcgill.ca/english. Complete applications including curriculum vitae, three letters of recommendation, and a writing sample (20–30 pages) should arrive no later than 15 November 2011. All qualified applicants are encouraged to apply; however, in accordance with Canadian Immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. McGill University is committed to diversity and equity in employment. It welcomes applications from indigenous people, visible minorities, ethnic minorities, persons with disabilities, and members of minority sexual orientations and gender identities, and others who may contribute to further diversification. Please send applications to: Professor Allan Hepburn, Chair, Department of English, McGill University, 853 Sherbrooke St. West, Montreal, Quebec, Canada H3A 2T6.



UNIVERSITY OF SASKATCHEWAN

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Assistant Professor / Veterinary Bacteriologist specialising in Companion Animal Zoonoses

A tenure-track position is available for a veterinary bacteriologist with a PhD and a proven track-record in research on companion animal zoonoses. The successful individual will be required to set up independent and collaborative research programs in areas of companion animal zoonoses, teach in this area in DVM, MD and post-graduate curricula, form policy regarding nosocomial infections and consult with infectious disease physicians on counseling their patients regarding contact with their pets.

Apply before October 31, 2011 with statements of research goals and teaching philosophy, current curriculum vitae and the names and contact information of at least three professionals willing to serve as references. Appropriately signed electronic or paper-based applications should be sent to:

Vikram Misra, Head, Dept. of Veterinary Microbiology
Western College of Veterinary Medicine
52 Campus Drive, University of Saskatchewan
Saskatoon, Saskatchewan, S7N 5B4 Canada
vikram.misra@usask.ca

The University is committed to Employment Equity. Members of Designated Groups (women, Aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

www.usask.ca/wcvm/

Dean, Faculty of Medicine

A FACULTY OF MEDICINE IS A PLACE FOR INNOVATION AND DISCOVERY

A new era is unfolding at the University of Calgary in Canada's most enterprising city. We are setting ambitious goals for excellence in research and teaching that result in an exceptional undergraduate and graduate student experience. The University of Calgary is one of Canada's top comprehensive research intensive institutions, with more than 31,000 students in 14 Faculties, 85 Research Institutes and Centres, and 6,500 faculty and staff members. With new senior leadership, we are invigorated and we're just getting started.

We are Canada's most innovative medical school and one of the youngest at just over 40 years old. Our accomplishments can be seen in areas such as global health, research institutes that bridge disciplines and build on unique community partnerships, and in the nationally and internationally recognized innovative curriculum encompassed in our three year MD program. As Dean you will be charged to emerge, inspire, challenge and engage your faculty, staff and students. You will encourage further collaboration and interdisciplinary research within/between our seven research Institutes, our Faculties and other national and international partners. You will be a vital partner in shaping Alberta's provincial healthcare delivery and innovation systems to capitalize on the jurisdictional advantage of our pan-Alberta healthcare system. You will embrace the research aspirations of the Faculty that drives 40% of the research funding of the University. As their leader, you will invigorate the Faculty's hunger and competitive spirit to drive research, teaching and service to a higher plane.

With an MD, MEd/PhD or PhD, your credentials in research, teaching and administrative leadership give you the requisite qualifications and credibility to guide and grow this Faculty of Medicine. You will need to be strategic, nimble and encourage partnerships within the Faculty, across the University as well as with the broader academic and clinical communities locally, provincially, nationally and internationally. Your ability to be an ambassador for the Calgary community, open minds and raise performance levels will have long lasting effects on enrolment, achievement and national and international reputation.

The University of Calgary welcomes diversity and encourages applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

To explore this exciting opportunity further in confidence, please contact Odgers Berndtson at 403-410-6700 or calgary@odgersberndtson.ca. To be considered for this position, please submit your resume and related information online at www.odgersberndtson.ca/en/careers/10206.



UNIVERSITY OF CALGARY

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Deux pour un

Diffuser simultanément vos offres d'emploi dans deux médias différents. Les annonces publiées dans le Bulletin de l'ACPPU paraissent non seulement dans la section des carrières mais aussi en ligne sur le site travailacademique.ca pendant 30 jours. Pour insérer une annonce de carrière imprimée et en ligne, veuillez communiquer avec notre service de la publicité par téléphone (613-820-2270) ou par courriel (ads@caut.ca).

POUR FOR

BULLETIN

CAREERS CAREERS

ENGLISH (MEDIEVAL/MIDDLE ENGLISH) — University of Western Ontario. The Department of English, The University of Western Ontario (<http://www.uwo.ca/english>) invites applications for a probationary (tenure-track) position at the rank of Assistant Professor, to begin 1 July 2012, in Cultural Studies in the Middle English period, with a particular area of focus in Chaucer or early Middle English literature and the ability to teach "History of the English Language". Duties will include commitments in research, teaching, and service. The completed PhD and research experience in teaching and experience and promise in teaching and research are minimum qualifications. ABO applicants welcome with evidence of timely completion to be provided by referees. Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities. Please mail a cover letter, CV, and writing sample, and arrange for 3 references to be mailed to: Bryce Traister, Chair, Department of English, University of Western Ontario, London, ON Canada N6A 3K7, Closing Date: November 30, 2011.

ENGLISH (POSTCOLONIAL LITERATURE & THEORY) — University of Western Ontario. The Department of English, The University of Western Ontario (<http://www.uwo.ca/english>) invites applications for a probationary (tenure-track) appointment in Postcolonial Literature and Theory at the rank of Assistant Professor. The successful candidate will have a primary research focus on literatures outside Canada and the United States. We are especially interested in scholars with expertise in Caribbean or African/Pan-African literary and cultural studies. Candidates should be able to teach both an undergraduate survey course in "Global Literatures" as well as more specialized offerings at the undergraduate and graduate levels. Duties will include commitments in

research, teaching, and service. ABO applicants welcome with evidence of timely completion to be provided by referees. Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities. Please mail a cover letter, CV, and writing sample, and arrange for 3 references to be mailed to: Bryce Traister, Chair, Department of English, University of Western Ontario, London, ON Canada N6A 3K7, Closing Date: November 30, 2011.

ETHNOLOGY — University of Victoria. We seek an entry-level, tenure-track Assistant Professor for our distinctive program in ethnoecology, which we define as the study of cultural ecological knowledge of the interactions between human societies and their environments. Ethnoecology provides an integrated approach to understanding and appreciating human relationships with their environments, including the lands and waters of the earth and the life forms they support. The ecological knowledge systems of Indigenous and other local peoples are increasingly recognized as having relevance in conservation and ecological restoration and are also intimately connected to political dynamics. Restoration ecology and policy are the other two main themes of our School. The successful applicant will hold a PhD in a relevant discipline, demonstrate an ability to connect ecological and cultural knowledge, a capacity for interdisciplinary work with faculty and students of diverse interests, a proven track record of high caliber research, a strong commitment to undergraduate teaching and graduate supervision, and a dedication to promoting community-based knowledge and learning. At present our focus in ethnoecology is on ethnobotany and local knowledge related to global change, but we are open to other areas of concentration. For example, the successful

applicant could also be a botanist, taxonomist, anthropologist, or nutritionist with a strong interest in traditional food systems, a geographer or ecologist focused on local diversity — to give you a few examples. While geographic concentration is open, we do expect the successful candidate will demonstrate a significant commitment to working in northwestern North America and with Indigenous communities. The School of Environmental Studies, <http://web.uvic.ca/enews/> is supported by three overlapping pillars of scholarship: ethnoecology, ecological restoration and political ecology. Please visit our website for more details about our program. The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University. All qualified candidates are encouraged to apply in accordance with Canadian Immigration requirements. Canadians and permanent residents will be given priority. Please send a single PDF which includes a research statement, the names of three referees we may contact, a copy of your CV, and a teaching statement. You may apply by hard copy or by email. We will begin reviewing applications by October 15, 2011. Please send hard copy, if you prefer, to: Peter H. Stephenson, Ph.D., Director, School of Environmental Studies, University of Victoria, PO Box 3050 STN CSC, Victoria, British Columbia, V8W 3R4 Canada. NOTE: Cover letter, Social Sciences & Math Building 8243, 3600 Finlayson Road (King Road), Victoria, BC. The deadline for application is November 25, 2011. The University of Victoria is strongly committed to diversity within its faculty and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, and persons of all sexual orientations and genders and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

FISHERIES SCIENCE & MANAGEMENT — Simon Fraser University (Burnaby, British Columbia, Canada). We are seeking a graduate student in which both social and natural scientists apply multi-disciplinary approaches to research in resource and fisheries management. The School has a substantial research and teaching program in Fisheries Science and Management (<http://www.sfu.ca/fishery/index.html>). The School seeks to fill a tenure-track faculty position in that field with a leading-edge senior candidate who will qualify and meet the criteria for a Tier 1 Canada Research Chair (<http://www.chairs.gc.ca/>). We invite applications from PhD scientists who have a strong quantitative background in fisheries science and management, simulation modeling, and statistics. A research emphasis on wild Pacific salmon is desirable, but other research foci will also be considered. The successful candidate will have experience and demonstrated applied accomplishments in fishery resource management, for example in: (1) Applied fish ecology, conservation, population dynamics, fisheries geography, and resource management of habitat change and management, or multispecies interactions; and/or (2) Stock assessment, risk assessment, and management of fisheries. The successful candidate will have more of government, industry, or non-government organizations will be an advantage. The successful candidate will teach graduate and undergraduate courses, supervise graduate students, and conduct research using multi-disciplinary approaches to fisheries science and management. Relevant teaching experience is desirable. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Simon Fraser University is committed to employment equity and encourages applications from all qualified women and men, including visible minorities, aboriginal people, and persons with disabilities. Please note that this position is contingent upon available funding and is subject to final approval by the Board of Governors. Applicants should send a Curriculum Vitae, samples of relevant research papers (2-4 page) statement of your research vision and teaching philosophy, and immediately request three referees to send confidential letters of recommendation directly to: Dr. Fraser Gobas, Director, School of Resource and Environmental Management, Simon Fraser University, Room 8425 TASC 1 Bldg, 8888 University Dr., Burnaby, BC, CANADA V5A 1S6. TEL: 778-782-3074; FAX: 778-782-4968; E-mail: rem_facultysearch@sfu.ca. For more information, visit the School's website at <http://www.sfu.ca/fishery>. Applications will be accepted until the position is filled. The search committee will begin reviewing applications on November 1, 2011. It is important that we receive all application materials, including letters of reference, at the time of application. Only short-listed candidates will be contacted under the authority of the University Act. Personal information that is required by the University for academic appointment competitions will be collected. For further details see: http://www.sfu.ca/academic/faculty_openings/Catchup_Notice.html.

FRANCAIS — Université de Victoria. Le Département de français de l'Université de Victoria sollicite des candidatures pour un poste à temps plein titularisable au rang de "Senior Instructor". Le candidat idéal aura une fonction le 1er juillet 2012. Responsabilités: enseignement de cours de français langue seconde à tous niveaux du programme de premier cycle, participation au développement du département de recherches relatives à la pédagogie. Qualifications: Doctorat (PhD) en études françaises, Anglais et français au niveau langue maternelle ou équivalent. Solide expérience en enseignement du français langue seconde au premier cycle du niveau post-secondaire et en enseignement des français assisté par ordinateur documenté par un dossier pédagogique avec évaluations et synthèses pédagogiques. Avoir une certaine expérience des nouvelles technologies de langue (teaching Assistant) serait aussi un atout. Le Département de français (http://web.uvic.ca/french) de l'Université de Victoria (http://opportunities.uvic.ca) en Colombie-Britannique fait partie de la Faculté des Humanités et a pour mission de promouvoir des pratiques pédagogiques et intellectuelles innovatrices et vertueuses. Il offre un programme de cours axé

(completed or near completion) is required, preferably with excellent teaching and research experience. The successful candidate must have a demonstrated research ability — a strong potential for, or existing evidence of, high quality research publications. The successful candidate will have a strong commitment to teaching at the undergraduate and graduate level. We are interested in candidates who have a strong commitment to building a strong undergraduate program in Management at the UVC. In addition, the successful candidate will be a member of the tri-campus graduate unit at the Rotman School of Management at the University of Toronto. The successful candidate will be a graduate professor. The Department of Management seeks to attract the best candidates. Compensation will be commensurate with qualifications and experience and will be comparable with the top research schools in the world. Additional information on the Department can be found at <http://www.uvc.uvic.ca/~mgmt/> and the Joseph L. Rotman School of Management at <http://www.rotman.utoronto.ca/index.html>. Interested candidates should apply on-line at <http://www.jobs.utoronto.ca/faculty> by November 15, 2011. Please send a current curriculum vitae, copies of publications, a teaching statement, and a letter of recommendation to the search committee by the deadline of January 1, 2012. The University of Victoria is strongly committed to diversity within its faculty and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, and persons of all sexual orientations and genders and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

HEALTH INFORMATIONICS — University of Waterloo. The School of Public Health and Health Systems at the University of Waterloo is seeking an exceptional teacher and applied researcher for a tenure track position in health informatics. The position requires a PhD and is suitable for persons with a demonstrated appreciation and understanding of the field of health informatics in the context of public health and health systems. The successful candidate will be at a rank of Assistant or Associate Professor. The School of Public Health and Health Systems is the newest academic unit and represents a bold and exciting step forward for the university. The School has evolved from a traditional health department in Health Studies and Gerontology and reinforces Waterloo's reputation as Canada's most innovative university. We seek a colleague who will bring with vision and health systems and who enjoys working in a multidisciplinary team. We are starting a six year strategic period of growth, innovation, and transformation that will require new faculty positions to our existing complement of 25 professors while seeking approval to launch exciting new programs in health informatics, health evaluation, public health and health promotion. The distinctive features of the School include an emphasis on "systems thinking", experiential and problem-based learning, close links to policy makers and program providers, and research geared to finding solutions to significant public health, national and international public health issues. Over 240 graduate students and 420 undergraduates are enrolled in our existing programs, which include a BSc in health studies, an MSc in population health, an online MPH, and PhDs in population health, aging, health and well-being, and work and health. Visit <http://www.uwaterloo.ca/sphs/> for details on our programs, faculty, research facilities and graduate opportunities. The successful candidate will have primary experience in health informatics such as the collection, organization, use, manipulation, analysis, interpretation, and dissemination of information to inform policy and other decision making for public health or health systems. Informatics expertise in complex, adaptive systems and systems thinking, health care services integration and efficiency, public and population health, health aging, health inequalities, or chronic disease prevention would be particularly appealing. Experience in hardware systems, data management, and the application of informatics is outside the scope of this position. The position will include a balance of teaching, graduate supervision and education, service, and research. The successful applicant must have a demonstrated record of achievement or show exceptional promise as a professional in the health system, thinker and change agent, as well as an effective applied researcher, teacher and graduate supervisor. The closing date for applications is December 5, 2011. The anticipated start date is spring 2012. Please send your curriculum vitae, a letter of interest, a statement of teaching philosophy and ex-

perience, as well as three letters of reference to: Dr. Paul McGillis, School of Public Health and Health Systems, Burt Matthews Hall, University of Waterloo, Waterloo, Canada, N2L 3G1. Application materials may also be submitted electronically to: pwmccgillis@uwaterloo.ca. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. The University of Waterloo encourages applications from all qualified individuals including women, members of visible minorities, aboriginal people, and persons with disabilities.

HUMAN RESOURCE MANAGEMENT/ORGANIZATIONAL BEHAVIOUR — Brock University. The Faculty of Business, Brock University invites applications for a probationary tenure-track position in Human Resource Management/Organizational Behaviour at the Assistant Professor level commencing July 1, 2012. This position requires an individual who holds a PhD or is near completion. The availability of this position is subject to final budgetary approval. The Faculty of Business is AACSB accredited and values both research and teaching. The Department of Organizational Behaviour, Human Resources, Entrepreneurship, and Ethics has 14 full-time faculty and is one of the largest departments in the Faculty of Business. The Faculty is currently seeking to hire approximately 80 full-time faculty members, offers five graduate degree programs, MBA, MEd, International Master of Accountancy, International Master of Accounting, and Master of Science in Management. The successful candidate will have a minimum of 130,000 acts within the Niagara wine region and has a fascinating history as part of the canal system around Niagara Falls. A stable manufacturing base of employment and research sectors such as wine-making and tourism provides for a dynamic, high growth area with exceptional opportunities for professional and creative opportunities. More information on Brock University can be found on the university website at <http://www.brocku.ca>. The successful candidate should have a record of publication in the field of human resource management or organizational behaviour. Research areas of interest include: organizational behaviour, organizational development, and organizational change. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Brock University is a strongly committed to diversity and the principles of employment equity and invites applications from all qualified candidates. Women, Aboriginal people, members of visible minorities, and people with disabilities are especially encouraged to apply. The successful candidate should be a member of a designated group as part of their application. Candidates who wish to be considered as a member of one of the designated groups should fill out the Self-Identification Form available at <http://www.brocku.ca/whm>, send it with their application, and complete the form with their application. Applications should include a curriculum vitae, a letter describing teaching and research experience, student evaluations (if available), and the names and contact information of three referees. Email applications to: Dr. Teresa Menzies, Chair, Department of Organizational Behaviour, Human Resources, Entrepreneurship and Ethics, Faculty of Business, Brock University, St. Catharines, Ontario, CANADA, L2S 3A1. Phone: 905-688-5550 ext. 6072.

ISLAMIC STUDIES — McGill University. The Institute of Islamic Studies, McGill University, seeks to fill a named tenure-track chair in Urdu Language and Cultural Studies, rank open, with an emphasis on either Urdu literature (e.g., poetry and belles lettres) as well as mystical, religious, philosophical, scientific, and medical literature (or art, architecture, and other dynamic departmental areas). The position is full-time and includes teaching, including film. Time period is open with the geographic range being the entirety of South Asia. The ability to teach Urdu language courses at the undergraduate level is required as is the teaching of Urdu language courses. Knowledge of French is an asset. The committee is currently reviewing received applications from scholars who adopt innovative and theoretically informed approaches to their research and specialization. Salary will be negotiable, according to qualifications and experience. Starting date: August 1, 2012. Interested candidates should submit a letter of application and a complete CV, and arrange for three letters of recommendation to be sent from the referees' institutional email accounts to: urduchair@islamicstudies.mcgill.ca. Informal inquiries may be directed to Mr. Andrew Staples, the Institute's Administrative Assistant, at andrew.staples@islamicstudies.mcgill.ca. Further information about the Institute of Islamic Studies can be found at <http://www.islamicstudies.mcgill.ca>. All qualified applicants are encouraged to apply; however, in accordance with Canadian Immigration requirements, permanent residents of Canada, McGill University is committed to equity in employment and diversity. It welcomes applications from women, persons with disabilities, ethnic minorities, persons with disabilities, women, persons of minority status, sexual orientation, gender identities, and others who may contribute to further diversification. Application deadline: October 28, 2011.

KOREAN STUDIES — University of Toronto. The Faculty of Arts and Sciences of the University of Toronto has applications for purely clinical nominations for the Korea Foundation Chair in Korean Studies. This is an endowed chair, open to all ranks and will be appointed to a department in the Social Sciences or the Department of East Asian Studies. This tenure-stream appointment will be effective July 1, 2012. The Korea Foundation Chair in Korean Studies will be joining one of the leading programs in Korean studies in North America. The successful candidate will be expected to provide excellence or outstanding potential in research. A demonstrated commitment to research and teaching, a letter of interest, education is required. Preference will

Realize. It's also a great place to earn.

The University of Regina is a university on the move, striving for excellence in its innovative academic, research, and community service pursuits. The University is building on its strengths and looking to the future in areas as diverse as culture and heritage, energy and environment, informatics, health, and social justice. It enjoys constructive relationships with three federated colleges, with all levels of government, and with business, research, and community partners. With more than 12,000 students, and over 2,500 permanent and casual faculty and staff, and an operating budget of \$112 million, the University of Regina is committed to being a great place to study and work.

FACULTY OF ARTS

Tenure-Track Positions:

Women's and Gender Studies Program
Department of French
Department of Geography
Department of Sociology

FACULTY OF BUSINESS ADMINISTRATION

Tenure-Track Positions:

In the areas of Accounting, Business Communications, Business Ethics, Human Resource Management/Organizational Behaviour, Marketing

FACULTY OF ENGINEERING AND APPLIED SCIENCE

Tenure-Track Position:

In the area of Industrial Systems Engineering

FACULTY OF NURSING

Tenure-Track Positions:

All areas will be considered, especially Indigenous Health, Psychiatric/Mental Health, Oncology/Palliative Care and Community Health

FACULTY OF SCIENCE

Tenure-Track Position:

In the area of Geology (Clastic Sedimentologist)

Term Position:

In the area of Geology

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Regina is committed to achieving a representative workforce and qualified diversity group members are encouraged to self identify on their applications.

For detailed descriptions on these positions, please visit: www.uregina.ca/hr/careers

University
of Regina

and learning. Note that private practices are not available. We are seeking an individual who has a strong commitment to teaching and research, and who is currently completing a research-oriented doctoral program. The successful candidate will be expected to contribute to the production of a high quality environmental science, graduate and undergraduate research supervision, and scholarly activities. The position is a full-time position with a salary for the position will be commensurate with experience. This position is subject to a three-step approval process. The University of British Columbia requires a letter of commitment and commitment to employment equity. All qualified candidates are encouraged to apply. The University of British Columbia is an equal opportunity employer. Salary and benefits of Canada will be given priority. UBC is strongly committed to diversity and inclusion. We encourage applications from all qualified persons, including those from visible minority groups, persons with disabilities, persons of any sexual orientation, and persons of any age who may contribute to the further diversification of UBC. Applicants for the position should submit a letter of interest, curriculum vitae, CV, research statement, teaching statement, evidence of teaching effectiveness, and a list of references to: hr@ubc.ca, internal/faculty/jpsbwp and complete the brief form found on that webpage. Next, applicants should arrange to have a letter of recommendation from a senior faculty member submitted online (details provided at the above webpage). This closing date for applications is 11:59pm on 15 November 2017.

upload a single PDF file (containing a cover letter, CV, research statement, teaching statement, evidence of teaching effectiveness, and 3 publications) to <https://websec1.psych.ubc.ca/internal/faculty/jobapp/> and complete the brief form found on that webpage. Next, applicants should arrange to have at least 3 confidential letters of recommendation submitted online (details provided at the above webpage). The closing date for applications is: 31 October 2011.

**MEMORIAL
UNIVERSITY**

to an Assistant Professor and to be appointed to a regular term, non-tenured, for the doctorate during the next requirements of the degree.)
 iculum will be, a teaching dossier, the
 ay be specified below. The applica-
 on October 28, 2011

Religious Studies

001
 invites applications from qualified
 in the field of Christian Thought
 torate in Religious Studies (for
 the requirements for a doctorate
 on appointed will be expected to
 and graduate curriculum, including
 sian Thought and History from
 to supervise honours and gradu-
 agenda of research in his or her
 didate will also be expected to teach
 applicants should submit a letter
 teaching dossier, a research state-
 of three persons who can supply
 on Parker, Head, Department of
 of Newfoundland, St John's,
 64-859/4186; Fax (709) 864-8059;

Political Science
0001
seeks to fill a tenure track position. He will have begun a career in scholarship based on their ability to carry that yields significant peer-reviewed for external funding to support this effective teaching and supervision appointee will be expected to teach comparative Politics courses. Application: 2) a detailed curriculum (ongoing or proposed research interests); 5) a sample of scholarly evidence of teaching effectiveness; three referees. Incomplete application should be forwarded to the Professor and Head, Department of Political Science, University of Newfoundland, St. John's, Fax: (709) 864 4000; Email:

CAREERS CARRIÈRES

SFU SIMON FRASER UNIVERSITY
THINKING OUT OF THE WORLDLECTURER IN DESIGN & MEDIA
SCHOOL OF INTERACTIVE ARTS & TECHNOLOGY

We seek a lecturer in digital media who combines design and production skills in digital media with analytic strength. We especially seek expertise in electronic games and/or 3D animation. Applicants will normally have a graduate degree in fields such as design, new media and/or electronic games. The successful candidate will have strong teaching skills in conjunction with a robust background in practice. Candidates should have strengths in teaching written English for academic work and an ability to inspire good writing in lower division students.

The successful candidate will also have a strong potential for undergraduate curriculum development. He or she should have undergraduate teaching experience, have high potential for instructional innovation and should be familiar with several instructional formats, including team-based, computer-mediated and interdisciplinary approaches. All SIAT faculty must have a high degree of technological literacy regardless of their particular disciplinary background. Faculty are expected to contribute to school leadership and program development.

SIAT is a vibrant, multidisciplinary programme that integrates the arts, design, science and technology. SIAT's teaching and research draw upon fields ranging from media arts, electronic games, design and information technology. SIAT offers degrees at a bachelor, master and doctoral level. The school currently enrolls about 650 undergraduates and approximately 100 graduate students, some 40 of whom are at the doctoral level. SIAT is located in purpose-built, state-of-the-art classrooms and laboratories at SFU's Surrey campus.

Simon Fraser University at Surrey, the University's newest campus, is located in the greater Vancouver region of British Columbia. The area is home to Canada's cultural and entertainment industry and much of its digital media production. The region's rich cultural, natural and intellectual resources make it one of the world's most desirable places to live and work.

Applicants should seek additional information about the School at <http://www.siat.sfu.ca> to understand better the character of SIAT and their possible contributions within it.

To apply, candidates should send a recent curriculum vitae, a description of their teaching innovations, a statement on teaching philosophy and the complete names, addresses (including email), institutional affiliation and telephone numbers of three academic teaching referees to: **Director, School of Interactive Arts & Technology, Simon Fraser University, 250-13450 102nd Avenue, Surrey, BC CANADA V3T 0A3**. The successful candidate will be working work on 1 September 2012. Applications will be received until the appointment is made. All appointments are subject to funding.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Simon Fraser University is committed to employment equity and encourages applications from all qualified men and women, including visible minorities, aboriginal peoples and persons with disabilities. Under authority of the University Act personal information that is required by the university for academic appointment competitions will be collected. For further details visit: http://www.sfu.ca/vpc/academic/Policy_Openings/Collection_Notice.htm.



Western

Schulich
MEDICINE & DENTISTRY

The University of Western Ontario \ Schulich School of Medicine and Dentistry

Chair, Department of Anatomy & Cell Biology

THE SCHULICH SCHOOL OF MEDICINE & DENTISTRY, AT THE UNIVERSITY OF WESTERN ONTARIO, IS INVITING APPLICATIONS FOR THE POSITION OF CHAIR IN THE DEPARTMENT OF ANATOMY & CELL BIOLOGY.

Anatomy & Cell Biology is a strong vibrant department with three main areas of strength: Cell Biology, Neurobiology and Clinical Anatomy. Research in Cell Biology focuses on Cancer, Vascular Biology and Stroke, Cell Communication and Cell Signaling. Research in Neurobiology includes Addiction and Reward, Schizophrenia, Spinal Cord Injury and Learning, Memory and Cognition. Clinical Anatomy research is centered on the development and testing of novel tools for the teaching of anatomy, as well as the application of anatomy in clinical settings such as surgery and radiology. The Department has approximately 16 000 sq. ft. of renovated laboratory space and access to many core facilities located at the Schulich School of Medicine & Dentistry, and at the Roberts Research Institute. Facilities within the department include confocal microscopy, cell micromanipulation, live cell imaging, whole animal imaging and animal behavioral equipment. The Department has a strong graduate program consisting of both Research and Clinical Anatomy Streams and an innovative undergraduate Honours program in Medical Cell Biology. In addition, the Department provides teaching to medical, dental, science and health science students through undergraduate programs in the Schulich School of Medicine & Dentistry and the Faculties of Science and Health Sciences.

The successful candidate should have a reputation for effective interpersonal, administrative and leadership skills and have a well-funded, successful research program. The new Chair will be expected to support the research, educational and interdisciplinary initiatives of the Department, to help maintain the positive forward momentum of the Department and to develop new initiatives in research/scholarship. The successful candidate must have a PhD or equivalent, and would receive a tenured academic appointment at the level of associate or full professor, as appropriate to their record of accomplishment in teaching and research. Candidates with a background in the anatomical sciences and a research program complementing existing research strengths are particularly encouraged to apply. However, applications from candidates with outstanding accomplishments in other research areas are also welcome. The position of Chair is for a five year term, renewable.

Details concerning the Department of Anatomy & Cell Biology, the Schulich School of Medicine & Dentistry, and The University of Western Ontario, London, Ontario, may be found at <http://www.uwo.ca/anatomy/>.

Interested candidates should submit a CV outlining their research, teaching, and administrative experience and interests, including future directions, together with the names and addresses of three referees to: **Dr. Michael Strong, Dean, Schulich School of Medicine & Dentistry, Room 3701A, Clinical Skills Building, The University of Western Ontario, London, Ontario N6A 5C1; FAX: (519) 850-2357; Email: selection.committee@schulich.uwo.ca.**

The competition will remain open until the position is filled.

Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities.

■ **PUBLIC HEALTH & HEALTH SYSTEMS (PROGRAM EVALUATION)** – University of Waterloo. The School of Public Health and Health Systems at the University of Waterloo is seeking an exceptional teacher and applied researcher for a tenure track position in the evaluation of health programs, policies and systems. The position requires a PhD and is suitable for persons with a demonstrated appreciation and comprehensive understanding of the field of program evaluation in the context of public health and health systems. The initial appointment will be at a rank of Assistant Professor. The School of Public Health and Health Systems is Waterloo's newest academic unit and represents a bold and exciting step forward for the university. The School has evolved from an existing dynamic department in Health Studies and Gerontology and leverages Waterloo's reputation as Canada's most innovative university. We seek a colleague committed to our vision of making a difference in the field of public health and health systems and who enjoys working with a vibrant, multi-disciplinary team. We are starting a six year, five-step period of growth, innovation, and transformation that will add 3D new faculty positions to our existing complement of 25 professors while seeking approval to launch exciting new programs in health information, health evaluation, public health and health promotion. Distinctive features of the School include an emphasis on "systems thinking", experiential and problem-based learning, close links to policy makers and program providers, and research geared to finding solutions to significant local, provincial, national and international public health issues. Over 240 graduate students and 420 undergraduates are enrolled in our existing programs, which include a BSc in health studies, an MSc in population health, an online MPH, and PhDs in population health, aging, health and well-being and work and health. Visit <http://www.alsa.uwaterloo.ca/sphshp/> for details on our programs, faculty, research facilities and centres. Candidates should have program or policy evaluation experience combined with an interest in global/international health, complex adaptive systems and systems thinking. Health services integration and efficiency, health and aging, health inequalities, or chronic disease prevention would be particularly appealing. Demonstrated leadership and work experience as an evaluator would be an asset. The position will include a balance of teaching, graduate supervision and advancement service, and research. The successful applicant must have a demonstrated record of effective applied research, teacher and graduate supervisor. The closing date for applications is December 5, 2011. The anticipated start date is spring, 2012. Please submit a curriculum vitae, a letter of interest, a statement of teaching philosophy and experience, as well as three letters of reference to: **Dr. Paul McDermott, Associate Director, School of Public Health and Health Systems, Burt Matthews Hall, University of Waterloo, Waterloo, Canada, N2L 3G1.** Application materials may also be sent electronically to: pmcdm@uwaterloo.ca. All

qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. The University of Waterloo encourages applications from all qualified individuals including women, members of visible minorities, aboriginal peoples, and persons with disabilities.

■ **SOCIOCULTURAL ANTHROPOLOGY** – University of Victoria. The Department of Anthropology at the University of Victoria is a vibrant department with a new PhD program centred on integrative themes that cross-cut anthropology's traditional sub-disciplines – invites applications for a tenure-track appointment in the area of sociocultural anthropology. We seek an individual whose primary research and teaching interests will contribute strength toward our "Visual Anthropology & Materiality" program (see http://anthropology.uvic.ca/research/intergrative_themes.php). The successful applicant will benefit from the department's dedicated visual research and teaching labs and may benefit in either research or teaching from access to the university's visual collections and facilities in the neighbouring BC Archives and Royal BC Museum. The appointment, effective July 1, 2012, will be made at the rank of assistant professor. We expect candidates to have a PhD in hand, though outstanding ABD candidates may be considered. The four course (1.5 unit each) annual teaching commitment comes with the expectation that the successful candidate will be actively engaged in research in the area of visual anthropology. We seek a colleague who has demonstrated proficiency in visual methods; demonstrated experience in teaching and excellent potential for graduate teaching and mentoring; demonstrated evidence of strong scholarship in the form of publications, multimedia productions or exhibitions; an active or well-formulated plans for a continuing research program and potential for involving students in research; and a demonstrated ability or strong potential to attract external research funding. We particularly welcome applications from individuals whose scholarship engages knowledge dissemination across communities and whose teaching demonstrates potential to engage undergraduate students or educators. Research, geographical area of interest is open. We also encourage applicants to draw attention to how their research and teaching might connect to one or more of our other integrative themes (inequality, Culture, Health, Indigenous Studies, and Environment & Ecology). Applications must include a cover letter describing the applicant's qualifications, a current curriculum vitae, the names and complete contact information of three referees, copies of selected relevant publications, samples of course syllabi (including a visual methods course) and evidence of excellence in teaching. The University of Victoria is an employment equity employer and encourages applications from all qualified persons with disabilities. Visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who bring a range of perspectives to the University. All qualified candidates are encouraged to apply; however, in accordance with Canadian immigration requirements, Canadian citizens and permanent residents will be given priority. Applications should be sent to: **Dr. Ann Stahl, Chair, Department of Anthropology, University of Victoria, PO Box 3050, Victoria, BC V8W 3P5, Canada; Telephone: (250) 721-7057; Email: anthstahl@uvic.ca; Business (4:30 PST) on November 15, 2011.**

■ **SOCIOLOGY** – Yale University. Yale's School of Forestry & Environmental Studies has an open-rank, tenure-track opening for a social scientist trained within political science, sociology, or a related discipline, whose research and teaching address the human dimensions of environmental and resource stewardship. Ideal candidates will have an outstanding scholarly record and will also demonstrate potential for collaborating with natural and physical scientists within the School and more broadly at Yale. Candidates should have strong expertise in such fields as: the policy-making process; science-policy relations; international or comparative environmental governance; environmental institutions and movements; and public administration. We seek candidates who apply interdisciplinary and interdisciplinary approaches to significant environmental challenges such as: conservation and protected areas management; food security and agriculture; urban/rural relations; land use change; and environmental justice; climate change; energy; water; North-South issues; environmental security; or societal responses to risk, hazard, and pollution. The successful candidate will be expected to develop an internationally recognized research program that involves graduate students, to work across disciplinary boundaries in a collegial environment, and to teach both graduate and undergraduate classes. Deadline: October 31, 2011. To Apply: Applicants should submit a curriculum vitae, a statement of research and teaching interests, and the names and contact information of four referees via email with the subject line "Environmental Studies – Social Sciences" to tenuredsearch@yale.edu or via surface mail to: **c/o Yale Faculty Search, Social Sciences, c/o Yale University, 360 Prospect Street, New Haven, CT 06511, USA.** Prior to applying, candidates should explore the School's website (<http://www.environment.yale.edu>) and consider how their expertise can strengthen or complement the strengths of the existing faculty of the School. Applications received by October 31, 2011 will receive full consideration.

■ **SPORT MANAGEMENT** – Brock University. The Department of Sport Management at Brock University invites applications for a probationary tenure track position to commence July 1, 2012, at the rank of Assistant Professor. The successful candidate will teach in the undergraduate and graduate programs, and conduct research in their area of sport management expertise. Qualifications: The candidate must have a completed doctorate in sport management or a related discipline. Candidates should demonstrate research (i.e., scholarly publication record) and teaching competency in one or more of the following areas: Economics, Finance, International Relations/Development, Law, Marketing (including Sponsorship and Consumer Behaviour), Organizational Behaviour (including Human Relations and Leadership), Organization Theory/Innovation, Policy. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Brock University is actively committed to employment equity and invites applications from all qualified candidates. Women, Aboriginal peoples, members of visible minorities, and people with disabilities are especially encouraged to apply and to voluntarily self-identify as a member of a designated group as part of their application. Candidates who wish to be considered as a member of one or more designated groups should also self-identify on their application. More information can be found on the University's website (<http://www.brocku.ca>).

■ **Visual Arts** – Brock University. Brock University's Department of Visual Arts, Arts and Media, invites applications for a probationary tenure-track appointment at the rank of Assistant Professor. The successful candidate will teach in the undergraduate and graduate programs, and conduct research in their area of visual arts expertise. Qualifications: The candidate must have a completed doctorate in visual arts or a related discipline. Candidates should demonstrate research (i.e., scholarly publication record) and teaching competency in one or more of the following areas: Art History, Art Practice, Art Theory, Art Criticism, Art Education, Art Management, Art Marketing, Art Law, Art Policy, Art Practice, Art Theory, Art Criticism, Art Education, Art Management, Art Marketing, Art Law, Art Policy. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Brock University is actively committed to employment equity and invites applications from all qualified candidates. Women, Aboriginal peoples, members of visible minorities, and people with disabilities are especially encouraged to apply and to voluntarily self-identify as a member of a designated group as part of their application. Candidates who wish to be considered as a member of one or more designated groups should also self-identify on their application. More information can be found on the University's website (<http://www.brocku.ca>).

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ing strategy, entrepreneurship/innovation). Policy. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Brock University is actively committed to diversity and the principles of Employment Equity and invites applications from all qualified candidates. Women, Aboriginal peoples, members of visible minorities, and people with disabilities are especially encouraged to apply and to voluntarily self-identify as a member of a designated group as part of their application. Candidates who wish to have their application considered as a member of one or more designated groups should also self-identify on their application. More information can be found on the University's website (<http://www.brocku.ca>). Please include the completed form with the application. Notes: The Department of Sport Management is one of 5 departments in the Faculty of Applied Health Sciences. It is home to 11 faculty and 2 staff members, with enrollments of approximately 450 majors in undergraduate (BSM, MFin, and PhD) studies. Brock University is located in St. Catharines, within the scenic Niagara Peninsula and is a 30 minute drive to New York State and a one-hour drive to Toronto. St. Catharines, with a population of approximately 130,000 people, is in the neighbouring BC wine region and is accessible to a dynamic market of professional and amateur sports. A stable manufacturing base, in addition to expanding sectors such as wine-making and tourism, provides for a dynamic, high growth area with an exceptional range of professional and recreational opportunities. More information on Brock University and the Department of Sport Management can be found on the University's website (<http://www.brocku.ca>). Also, information about the city of St. Catharines can be found on the city's website (<http://www.stcatharines.ca>). Please submit your application and curriculum vitae by November 15th, 2011, along with a statement of teaching philosophy, evidence from teaching and research (if available), a sample of scholarly publications, and names of three referees in addition to your self-identification as a member of a designated group. For more information, please visit <http://www.brocku.ca/faculty/careers/>. Self-identification pdf for: Dr. Kirsty Spence, Chair, Department of Visual Arts, Brock University, 500 Glenridge Avenue, St. Catharines, Ontario, Canada, L2S 3A4, Tel: (905) 688-5550 ext 5027. Reference letters will be requested from these candidates who are shortlisted for teaching. The availability of this position is subject to final budgetary approval. Application Deadline: November 15, 2011.

■ **Visual Arts** – Brock University. Brock University's Department of Visual Arts, Arts and Media, invites applications for a probationary tenure-track appointment at the rank of Assistant Professor. The successful candidate will teach in the undergraduate and graduate programs, and conduct research in their area of visual arts expertise. Qualifications: The candidate must have a completed doctorate in visual arts or a related discipline. Candidates should demonstrate research (i.e., scholarly publication record) and teaching competency in one or more of the following areas: Art History, Art Practice, Art Theory, Art Criticism, Art Education, Art Management, Art Marketing, Art Law, Art Policy. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Brock University is actively committed to employment equity and invites applications from all qualified candidates. Women, Aboriginal peoples, members of visible minorities, and people with disabilities are especially encouraged to apply and to voluntarily self-identify as a member of a designated group as part of their application. Candidates who wish to be considered as a member of one or more designated groups should also self-identify on their application. More information can be found on the University's website (<http://www.brocku.ca>).

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CAREERS CARRIÈRES



Campus Alberta Innovates Program Chairs - Neuroscience/Prions

In 2011, the Government of Alberta created the Campus Alberta Innovation Chairs as part of its Campus Alberta collaborative initiative. This prestigious program provides an initial sixteen research chairs at Alberta's four comprehensive academic and research intensive institutions: Athabasca University, the University of Alberta (U of A), the University of Calgary (U of C) and the University of Lethbridge (U of L). The program is designed to recruit new research leaders to Alberta in specific areas. The Chairs are aligned with the four strategic priority areas of the Alberta Innovates Corporations and Alberta Advanced Education and Technology: Energy and Environment, Food and Nutrition, Neuroscience/Prions and Water. The value of the awards will vary from approximately \$300k to \$650k per year for seven years, depending on the nature of the research being undertaken. Academic appointments will be made at the Assistant Professor, Associate Professor or Full Professor level depending on the seniority of the individual. At the end of the seven years as Chair, appointees will assume regular faculty positions at their institutions. Chairs will be encouraged to collaborate with colleagues and may receive adjunct appointments at their sister institutions.

The University of Alberta, the University of Calgary and the University of Lethbridge invite individuals with internationally recognized academic and leadership skills in the following areas of the Neuroscience/Prions Theme to apply for nomination to a Campus Alberta Innovation Chair:

Brain Health and Dementia (U of L)
Child and Youth Mental Health (U of C)
Healthy Brain Aging (U of C)
Structural Biology of Protein Mis-Folding Diseases (U of A)

We encourage applications from world leaders whose accomplishments have made groundbreaking impacts, including the application of research findings for social and economic benefit. The successful candidates must propose a program of research that demonstrates excellence, originality and innovation, and is of the highest quality. Additional requirements include a PhD and a superior record of, or demonstrated potential for, attracting and supervising graduate students and postdoctoral fellows.

How to Apply for Chairs in the Neuroscience/Prions Theme:

Applications, including a statement of research interest, curriculum vitae and the names of three referees, should be submitted before 31 October 2011. The competition will remain open until suitable candidates are appointed. A brief description of the proposed area of investigation for each Chair, along with contact information to obtain further details, is available at:

<http://www.campusalbertainnovatesprogram.ca>

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta, University of Calgary and University of Lethbridge hire on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.



www.careers.ualberta.ca

Campus Alberta Innovates Program Chairs - Food and Nutrition

In 2011, the Government of Alberta created the Campus Alberta Innovation Chairs as part of its Campus Alberta collaborative initiative. This prestigious program provides an initial sixteen research chairs at Alberta's four comprehensive academic and research intensive institutions: Athabasca University, the University of Alberta (U of A), the University of Calgary (U of C) and the University of Lethbridge (U of L). The program is designed to recruit new research leaders to Alberta in specific areas. The Chairs are aligned with the four strategic priority areas of the Alberta Innovates Corporations and Alberta Advanced Education and Technology: Energy and Environment, Food and Nutrition, Neuroscience/Prions and Water. The value of the awards will vary from approximately \$300k to \$650k per year for seven years, depending on the nature of the research being undertaken. Academic appointments will be made at the Assistant Professor, Associate Professor or Full Professor level depending on the seniority of the individual. At the end of the seven years as Chair, appointees will assume regular faculty positions at their institution. Chairs will be encouraged to collaborate with colleagues and may receive adjunct appointments at their sister institutions.

The University of Alberta invites individuals with internationally recognized academic and leadership skills in the following areas of the Food and Nutrition Theme to apply for nomination to a Campus Alberta Innovation Chair:

Food Security and Sovereignty

Nutrition, Microbes and Gastrointestinal Health

We encourage applications from world leaders whose accomplishments have made groundbreaking impacts, including the application of research findings for social and economic benefit. The successful candidates must propose a program of research that demonstrates excellence, originality and innovation, and is of the highest quality. Additional requirements include a PhD and a superior record of, or demonstrated potential for, attracting and supervising graduate students and postdoctoral fellows.

How to Apply for Chairs in the Food and Nutrition Theme:

Applications, including a statement of research interest, curriculum vitae and the names of three referees, should be submitted before 31 October 2011. The competition will remain open until suitable candidates are appointed. A brief description of the proposed area of investigation for each Chair, along with contact information to obtain further details, is available at:

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Campus Alberta Innovates Program Chairs - Water

In 2011, the Government of Alberta created the Campus Alberta Innovation Chairs as part of its Campus Alberta collaborative initiative. This prestigious program provides an initial sixteen research chairs at Alberta's four comprehensive academic and research intensive institutions: Athabasca University, the University of Alberta (U of A), the University of Calgary (U of C) and the University of Lethbridge (U of L). The program is designed to recruit new research leaders to Alberta in specific areas. The Chairs are aligned with the four strategic priority areas of the Alberta Innovates Corporations and Alberta Advanced Education and Technology: Energy and Environment, Food and Nutrition, Neuroscience/Prions and Water. The value of the awards will vary from approximately \$300k to \$650k per year for seven years, depending on the nature of the research being undertaken. Academic appointments will be made at the Assistant Professor, Associate Professor or Full Professor level depending on the seniority of the individual. At the end of the seven years as Chair, appointees will assume regular faculty positions at their institutions. Chairs will be encouraged to collaborate with colleagues and may receive adjunct appointments at their sister institutions.

Athabasca University, the University of Alberta and the University of Lethbridge invite individuals with internationally recognized academic and leadership skills in the following areas of the Water Theme to apply for nomination to a Campus Alberta Innovation Chair:

Aquatic Health (U of L)
Computational Sustainability and Environmental Analytics (Athabasca U)
Hydroecology and Environmental Health (Athabasca U)

Innovation Policy and Technology Translation (U of A)
Integrated Watershed Management and Aquatic Ecosystem Health (U of A)

We encourage applications from world leaders whose accomplishments have made groundbreaking impacts, including the application of research findings for social and economic benefit. The successful candidates must propose a program of research that demonstrates excellence, originality and innovation, and is of the highest quality. Additional requirements include a PhD and a superior record of, or demonstrated potential for, attracting and supervising graduate students and postdoctoral fellows.

How to Apply for Chairs in the Water Theme:

Applications, including a statement of research interest, curriculum vitae and the names of three referees, should be submitted before 31 October 2011. The competition will remain open until suitable candidates are appointed. A brief description of the proposed area of investigation for each Chair, along with contact information to obtain further details, is available at:

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Campus Alberta Innovates Program Chairs - Energy and Environment

In 2011, the Government of Alberta created the Campus Alberta Innovation Chairs as part of its Campus Alberta collaborative initiative. This prestigious program provides an initial sixteen research chairs at Alberta's four comprehensive academic and research intensive institutions: Athabasca University, the University of Alberta (U of A), the University of Calgary (U of C) and the University of Lethbridge (U of L). The program is designed to recruit new research leaders to Alberta in specific areas. The Chairs are aligned with the four strategic priority areas of the Alberta Innovates Corporations and Alberta Advanced Education and Technology: Energy and Environment, Food and Nutrition, Neuroscience/Prions and Water. The value of the awards will vary from approximately \$300k to \$650k per year for seven years, depending on the nature of the research being undertaken. Academic appointments will be made at the Assistant Professor, Associate Professor or Full Professor level depending on the seniority of the individual. At the end of the seven years as Chair, appointees will assume regular faculty positions at their institutions. Chairs will be encouraged to collaborate with colleagues and may receive adjunct appointments at their sister institutions.

The University of Alberta, the University of Calgary and the University of Lethbridge invite individuals with internationally recognized academic and leadership skills in the following areas of the Energy and Environment Theme to apply for nomination to a Campus Alberta Innovation Chair:

Biotechnological Applications of the Deep Biosphere Metagenome (U of C)
Enhanced Geothermal Energy Systems (U of A)

Interfacial Polymer Engineering for Oilsands Processing (U of A)
Reservoir Biogeoscience (U of C)
Terrestrial Ecosystems Remote Sensing (U of L)

We encourage applications from world leaders whose accomplishments have made groundbreaking impacts, including the application of research findings for social and economic benefit. The successful candidates must propose a program of research that demonstrates excellence, originality and innovation, and is of the highest quality. Additional requirements include a PhD and a superior record of, or demonstrated potential for, attracting and supervising graduate students and postdoctoral fellows.

How to Apply for Chairs in the Energy and Environment Theme:

Applications, including a statement of research interest, curriculum vitae and the names of three referees, should be submitted before 31 October 2011. The competition will remain open until suitable candidates are appointed. A brief description of the proposed area of investigation for each Chair, along with contact information to obtain further details, is available at:

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All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta, University of Calgary and University of Lethbridge hire on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

BOOKSHELF COIN DES LIVRES

IN REVIEW

Lessons Learned Reflections of a University President



William G. Bowen. Princeton, NJ: Princeton University Press, 2011; 168 pp; ISBN: 978-0-69114-962-2, cloth \$24.95 USD.

Reviewed by ÉMÓKE SZATHMÁRY

ONE might expect *Lessons Learned* to be a long autobiographical tome given the accomplishments of its author, William Bowen (Mellon Foundation, 2011). He is a labour economist who received his doctorate from Princeton in 1958 when he was just 25 years old. He then joined the faculty of Princeton and by 1972, at the age of 38, Bowen was president of the university.

He remained in office for 16 years, at which point he left Princeton to head the Andrew W. Mellon Foundation. He held that post for 18 years. Among his many successes is the founding of JSTOR in 1995 as a not-for-profit organization to digitize scholarly journals and make them available over the internet. Bowen is also the author and co-author of some 20 books to date, almost all on issues that have confronted North American universities over the past 40 years.

Though the list of Bowen's achievements is long, his *Lessons Learned* is nevertheless, a relatively short book. The small volume focuses on challenges to higher education as they were manifest at Princeton during his time in senior administration. Accordingly,

the book includes the handling of issues that preceded his presidency during the five years that he was provost, and it draws on findings arising from studies undertaken long after he left Princeton, some of which were the topics of his books. Bowen's approach allows him to gauge the effectiveness of actions he had undertaken in the past, and thus the lessons he has learned from his choices.

Though I was curious about Bowen's reflections, I was skeptical that this book would have value for Canadian academics. After all, "Princeton is a wealthy, private, research university of high standing with a long history," as he notes on page 4, and the first two adjectives in that quotation do not apply to Canada's universities. Princeton also differs from most of its American counterparts because its undertakings are in the humanities, social sciences, natural sciences and engineering. It lacks professional faculties such as medicine and law.

Perhaps because Princeton is basically an arts and sciences university with just three professional schools, it is highly centralized — a feature more typical of Canada's primarily undergraduate institutions than of its comprehensive or medical-doctoral ones. Further,

almost a third of Princeton's students are working on advanced degrees, some 98 per cent of the undergraduate students live in campus residences, and according to the university's website, the ratio of undergraduate students to faculty is 6:1.

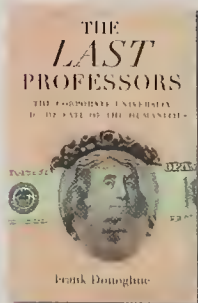
There is also one other major difference: Princeton's board of trustees (akin to a board of governors) has final authority for all matters, including major changes in admission policies. At most Canadian universities, admission criteria would fall under the ultimate authority of the academic senate, or its equivalent. In sum, the differences with Canadian universities are many, and yet the more I read the more familiar Bowen's observations became.

The most important lesson arising from this book for me is that there is a generic culture to universities. It matters not whether one is a member of a university in Manitoba, Ontario, or New Jersey, among other places. The specific culture of any given university, however, reflects its local circumstances and its history, thus Bowen's lessons are embedded in a series of stories that reflect Princeton's ethos.

See LESSONS LEARNED Page A8 →

IN REVIEW

The Last Professors The Corporate University and the Fate of the Humanities



Frank Donoghue. New York, NY: Fordham University Press, 2008; 180 pp; ISBN: 978-0-82322-859-4, cloth \$70 USD; ISBN: 978-0-82322-860-7, paper \$22 USD.

Reviewed by LUCIANA MARINI-WURDEMAN

FRANK Donoghue offers a startling bleak observation of the erosion of the professoriate in American universities with a specific focus on the humanities professor. He begins his tale by asserting that this is not a new phenomenon, or "crisis" as many recent reports in the news media suggest, but rather a fairly old and well-established fact. He presents this thesis in five well-researched and documented chapters that begin with a historical look at higher education in the U.S. at the turn of the 19th century.

The author plots the gradual erosion of the humanities professor through roughly 80 years of changing social, political and economic times. He considers nearly a century worth of discussion and rhetoric to prove that corporate America and American universities have always been at odds when it comes to higher education and the bygone prestige of a liberal arts education.

Influential Americans like Andrew Carnegie suggested institutions of higher learning should adopt more of a business model and produce graduates with tangible skills who will then be employed as managers in the industrial sector. A liberal arts education was seen as useless in the corporate world and as something that needed to change. This, Donoghue explains, is the beginning of the erosion of the role of the humanities in higher education and the gradual disappearance of the humanities professor.

To further support this thesis, Donoghue examines a number of other factors that have become quasi second nature to higher education administrators both in public and for-profit institutions in the U.S., such as "pre-professionalism," (p. 40) adjunct professorship, tenure and the role of prestige in higher education. All of these factors add to the continual erosion of higher education in general with the humanities discipline and the professor paying the ultimate price.

He explores the highly competitive graduate student and adjunct professors as sub-categories of higher education labour, describing their financial compensation as irresponsible. Although he suggests a possible solution would be unionization of these vast armies of academics, he is critical of existing labour movements. Donoghue says unionization "may secure short-term victories for both groups in the form of fairer wages and benefits. [They] will not, though, stop the eventual disappearance of professors." (p. 69) Labour movements in the U.S. do not address the fundamental issues affecting the humanities and Donoghue does not offer any suggestions about how to deal with these issues.

On the subject of tenure, Donoghue dismantles the belief that with tenure comes academic freedom. He notes that although the two are linked, "academic freedom no longer packs the theoretical punch that it was meant to" (p. 73) and that public antagonism for the tenured professor has added to the list of issues modern humanists face. To add more

fuel to this fire, he also suggests that many academics romanticize their work and fail to "recognize how the tenure process works to deaden the possibility of radical freedom of expression." (p. 183)

Although some tenured professors would disagree with this assertion, Donoghue makes a rather convincing argument because of his personal perspective of these issues. Being an associate professor in the Department of English at Ohio State University, Donoghue fulfills the requirement of research in writing this book and, ironically, also proves his point.

Another fact Donoghue accepts as irrefutable is that the student has become a consumer of higher education and has attached a monetary value to a university degree. Institutions have tailored programs to meet a consumer need and only the more commercially-viable programs get adequate funding.

All of these arguments unmistakably lead to the conclusion that a liberal arts education is no longer "sexy" or valuable unless one is wealthy enough to attend prestigious universities such as Harvard, Stanford and a few others. Donoghue sees a liberal arts degree from these schools as a prestigious stepping-stone towards more specialized accreditation, like law school, medical school and other professional designations. This also echoes the early assertions of the industrial giants and is a prevalent theme throughout the book.

See THE LAST PROFESSORS Page A5 →